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Leading learning and skills

# Greater Manchester Learning and Skills Council Annual Plan 2006-07

## May 2006

Of interest to National, Regional and  
Local Learning and Skills Colleagues

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## Our Vision

We are delighted to present our Annual Plan for 2006/07 on behalf of the Learning and Skills Council Greater Manchester. The plan details our priorities for the coming year and the actions we will be taking to address the challenges we face.

**To take this plan forward and achieve our vision over the next 3 – 5 years we will work with partners to:**

- **Transform our learning and skills provision so that it better meets the needs of young people, adults and employers.**
- **Improve the skills of the workforce to meet the challenges of the future labour market.**
- **Continue to focus on ensuring that those who are disadvantaged are able to access appropriate learning.**

This vision is captured in our strapline:

**Leading through partnership  
to improve skills and transform lives in Greater Manchester.**

*Agenda for change* has set us on an exciting path of transforming learning and skills. This means changing not only what is delivered, but how it is delivered, whether in a college, a community setting or on an employer's premises. The new focus on skills and employer engagement provides a clear vision for colleges and other providers that is stimulating our thinking about the future shape of learning.

We have made real progress against our targets with more young people than ever participating in learning - 64% are now in learning, that's 66,611 of 16-18 year olds. We will continue to transform our provision to improve further the participation of all young people.

We have increased our investment in learning that directly contributes to national, regional and local priorities. In the last two years alone we have increased this proportion for Further Education (FE) adult provision from 44% of to 72%. This means an additional £34m is now being invested to deliver our priorities. Achievement has continued to rise over the last 3 years with a significant improvement in overall success rates within FE and Work Based Learning (WBL). This is a result of the fine partnerships we have built with colleges and providers and will remain our focus in discussions with all providers on their 3 year development plans.

Through our Employer Training Pilot, colleges and other providers we have worked with more than 3,000 employers to help over 30,000 employees. We have demonstrated that it is possible to deliver high quality training to employers, at a time and place that suits business needs. This year the pilot will be replaced by the new national Train to Gain initiative and will focus on encouraging colleges and other providers to respond positively to meet the needs of local employers

Quality has also been driven up with 51% of colleges judged to be good or outstanding. Success rates for young people in FE and WBL provision have increased by more than 10% since we were set up in March 2001. Last year the changes we made within WBL provision resulted in failing provision being reduced from 22% at the end of 2003/04 to only 4% at the end of 2004/05. This emphasis on improving quality will continue to be one of our priorities.

The prospect of increased economic growth and competitiveness is inspiring creativity in the FE sector and we will ensure that this creativity is supported by a bold and progressive approach to capital investment. Since the creation of the LSC we have contributed grant support of approximately £65 million towards the cost of capital projects worth over £173 million. We will ensure that future investment continues to be aligned with the economic goals of Greater Manchester and the region so that we create synergy and secure the best value from public money invested.

The progressive changes we are making will take account of Equality and Diversity good practice and ensure that we continue to strive to make our provision appropriate for all. We will continue to ensure that those who are disadvantaged are well supported.

The economic performance of the Northern regions is dependant upon the ability of the city regions to drive forward sustainable growth in competitive sectors. It is therefore essential that we focus on the key elements of the economy in our City Region. If the £29 billion productivity gap between the North and the national average is to be closed, then high levels of economic growth within the Manchester City Region will be an essential component. We will support the key actions set out in the Regional Economic Strategy and the City Region Development Programme to accelerate the growth of the Manchester City Region as a major net contributor in closing this productivity gap.

As *agenda for change* moves us forward in transforming our provision we will also transform ourselves as an organisation. This year will see a significant change in the way we are structured and we acknowledge the role and leadership of our Council in supporting this work. We also recognise the excellent contribution made by our staff over the past 5 years and the professionalism they have shown in responding to and taking forward *agenda for change*. We will continue to invest in their learning and development needs to support the transformation of the organisation.

The Regional Economic Strategy (RES) is in its third revision following extensive consultation involving joint working such as Sector Skills and Productivity Alliances leading to stronger future collaboration at regional and local level. The North West Learning and Skills Council has responsibility for major elements within the RES and is accountable for delivering key aspects through its position as a lead partner within the Regional Skills Partnership. The implementation of *agenda for change* theme 7 will enable us to bring greater focus to regional skills, economic development and the key issues identified allowing increasingly closer partnership working with the North West Development Agency.



David A Page M.B.E.  
Chair  
Greater Manchester  
Learning and Skills Council



John Korzeniewski  
Executive Director  
Greater Manchester  
Learning and Skills Council

## **Our Priorities**

We have published our second Annual Statement of Priorities which will take us further forward in our aim of transformation. Our six priorities for 2006/07 are to:

1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
2. Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
3. Transform the learning and skills sector through *agenda for change*.
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs.
5. Improve the skills of workers who are delivering public services.
6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

## **Our Regional Priorities for the North West**

In order to deliver key aspects of the Regional Economic Strategy, the Regional Skills Partnership has published the North West Statement of Skills Priorities 2006/07. The six main priorities focus on specific labour supply or demand issues with two underpinning priorities relating to changes needed to make the skills development process in the region work more effectively. The North West regional priorities are:

1. Increasing the proportion of young people with the skills and qualifications needed for employment, and fostering progression to Higher Education.
2. Equipping adults with the skills required for employability, including the Skills for Life of literacy, language and numeracy.
3. Addressing employers' skills needs:
  - Equipping individuals with the Level 3 skills required within the economy, particularly in key regional sectors.
  - Ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at Level 4.
4. Tackling cross-sectoral leadership and management skills gaps.
5. Developing innovation and enterprise skills.
6. Tackling worklessness by linking people, jobs and training.

## **Underpinning priorities**

- Stimulating the demand for investment in skills from employers and individuals.
- Providing high quality responsive support to meet regional skills priorities.



## **Our Targets**

### **Under priority 1, for young people:**

- Increase the proportion of 19 year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008, and improve attainment at Level 3.

Nationally we need an additional 31,000 young people to gain a Level 2 in 2005/06 compared to 2003/04 and a further 22,000 in 2007/08 compared to 2005/06.

Locally in 2004/05, 22,992 young people achieved Level 2 by age 19, representing 67% of the cohort. We anticipate this increasing to 23,844 in 2005/06 (69% of the cohort).

Therefore, we need an additional 1,147 young people to gain a Level 2 in 2006/07 compared to 2005/06 and an additional 520 in 2007/08 compared to 2006/07.

### **Under priority 2, for adults:**

- Reduce by at least 40 per cent the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualification by 2010.

Nationally, in 2006/07 we need to increase the numbers of full Level 2 achievements through further education and work-based learning to 117,000 (excluding National Employer Service and Train to Gain). In addition the roll out of Train to Gain will increase the LSC contribution to this target.

Locally we plan to deliver 5,137 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 588 compared to 2005/06,

In addition, we plan to deliver 3,633 first full Level 2 achievements through Train to Gain.

### **Under priority 2, for adults:**

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007.

Locally, between April 2001 and July 2005, 75,790 adults gained Skills for Life qualifications that counted towards national targets.

We plan that in 2006/07, 17,016 learners will achieve Skills for Life qualifications that count towards national targets.

### **Underpinning both priorities 1 and 2, for Apprenticeships:**

- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 per cent more people to complete their apprenticeships in 2007/08, compared to 2002/03.

Nationally we aim to raise the number of completions to 70,000 in 2006/07 supporting the achievement of Level 2 and Level 3 qualification targets.

Locally, in 2004/05 we achieved 3,347 completions. We anticipate this increasing to 4,347 in 2005/06. We aim to raise the number of completions to 4,650 in 2006/07.

### **We also work with key partners to contribute to the following targets:**

- Increase the proportion of young people and adults achieving a Level 3 qualification.
- Reduce the proportion of young people not in education, employment or training by two percentage points by 2010.

- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

## Our Values

Our values set out for us the way we work.

- **Trust:** the LSC has to be world-class at partnership and so we believe trust must be at the heart of the LSC.
- **Expertise:** we demonstrate expertise and true leadership in every aspect of our work. We have complete understanding of the communities we serve and of what is needed by business in terms of current and future skills.
- **Ambition:** we are ambitious for ourselves, in the goals and objectives we set, but more importantly we are ambitious for the communities we serve, for employers and for individuals in education and training.
- **Urgency:** we want to bring drive and urgency to the learning and skills sector, to tackle long-standing issues swiftly and professionally and to be responsive and fast moving.

Together, our four values will ensure the LSC can provide leadership and direction at a time of great change.

Our plan sets out how we will deliver our national and regional priorities in a local context highlighting what actions will be critically important in local delivery and what our contribution to the national targets will be.

## A Context for Delivery

This section presents an overview of the key learning and skills needs within Greater Manchester. It has been formulated following a detailed strategic analysis of both the demand from employers and individuals and the supply of education and training from colleges and providers.

In developing our plan we have considered national and regional policy and priorities and have ensured that our local plan is aligned with these. Our planning and funding decisions for 2006/07 and 2007/08 have been made within this context. In particular *Priorities for Success: Funding for Learning and Skills* has provided us with the framework to focus funding on delivering the key aspects of the 14-19 and Skills White Papers. Our approach to skills and workforce development is aligned with the RES in having both a sector focus and a focus on the key employability and progression skills required by today's workforce.

In considering our plan it is important to understand the complex nature of the learning and skills environment in Greater Manchester. We have compiled the following context and analysis using data from a variety of sources and partner organisations. These include:

- Greater Manchester Skills Priorities 2006.
- Greater Manchester Economic Development Plan and Implementation Plan.
- Greater Manchester Forum Joint Planning Group.
- North West Regional Economic Strategy
- North West Statement of Skills Priorities 2006/07.
- National Employer Skills Surveys 2004/5.
- LSC desk research and Individual Learner Record analysis.

Greater Manchester comprises the ten local authority districts of Bolton, Bury, Manchester, Oldham, Rochdale, Salford, Stockport, Tameside, Trafford and Wigan. It is a large and diverse area where headline statistics conceal extremes of prosperity and poverty. It is the largest sub-regional economy in the North West, contributing 39% of the North West total Gross Value Added<sup>1</sup> (GVA) in 2002 (£36bn), with GVA per resident head 95% of the UK average. Between 1999 and 2002, GVA per head grew by 4.6% per annum in current prices, just below the North West average.

Growth in per capita household incomes also ran 0.3% per annum below the UK average in 1999-2003. According to the Annual Survey of Hours and Earnings 2004 Greater Manchester, at £393.50, is slightly below the regional average but well behind the GB average of £422.30. Bury and Trafford had the highest average weekly earnings levels across Greater Manchester in 2004 and Oldham the lowest.

The 2001 Census revealed that 9% of the population were from minority ethnic groups compared to a UK average of 8%. This varies across the area from a high of 19% in Manchester (the fourth highest in England and Wales) to a low of 1.3% in Wigan. Within wards, minority ethnic populations can be higher than 60%, with Pakistanis and Bangladeshis the largest minority groups. There is great diversity of ethnic minority communities throughout the conurbation and due to the influx of refugees and asylum seekers the ethnic make up of the population is fluid. There are a significant number of asylum seekers resident within Greater Manchester; 6,145 people (78%) of the total North West figure.

The area is served by 12 general further education colleges, 12 sixth form colleges, 28 schools with 6<sup>th</sup> forms (29 as from September 2006) and 3 specialist colleges for learners with learning difficulties and/or disabilities. Two new academies are planned; in Bolton and Stockport, in addition to the existing two in Manchester and Salford. In addition there are 48 providers of work based learning. All local authorities provide Adult and Community Learning with some also providing FE and/or work based learning.

## **Young People**

### **Demand for Learning and Skills**

In Greater Manchester there are approximately 177,300<sup>2</sup> young people aged 15-19, an increase of over 3,900 since 2003. Numbers are forecast to peak at 179,100 in 2007 and thereafter decline steadily to 155,300 in 2015; a fall of 12.4% from 2005.

In 2004/05 we had 66,611 learners, representing an overall 16-18 participation rate of 64%. Overall participation in learning has risen by over 5% since 2003/04 but is still 2.4% below the England average.

Participation in learning varies across the area as can be seen from table 1. The participation by the type of provider also varies between local authority districts with Bolton and Trafford having around 60% participation in FE and 23% and 30% respectively for participation in School 6<sup>th</sup> Forms. Salford has the lowest participation in School 6<sup>th</sup> Forms with fewer than 3%.

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1 Gross value added is the difference between output and intermediate consumption for any given sector/industry. That is the difference between the value of goods and services produced and the cost of raw materials and other inputs which are used up in production.

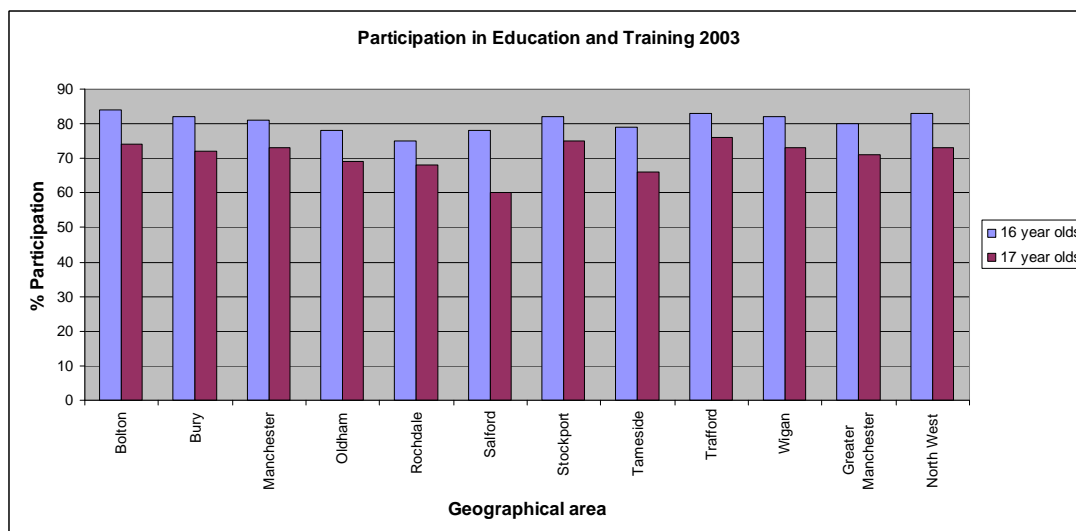
2 2003 based Sub National Population Projections, ONS



Participation tends to be lower from more deprived neighbourhoods. Black and minority ethnic young people have low rates of participation in WBL, but are better represented in FE.

**Impact** – The low participation in some local authority districts will impact on our ability to supply the quantity of qualified young people to fill future workforce demand identified in the RES. As a result, we must ensure that participation continues to rise to make use of the capacity of the learning infrastructure; and we will only consider capital investments that take account of this. The difference in learning routes impacts on our funding as the different routes attract different funding levels.

Table 1: Participation in education and WBL of 16 & 17 year olds by LEAs in England, 2003 (provisional)



Source: Department for Education and Skills

Department for Education and Skills (DfES) data for 2003 (table 1) indicates that there is a fall in participation rates between the ages of 16 and 17 across all local authority districts. This is particularly evident in Salford (-18%) and Tameside (-13%) with an average across Greater Manchester of -9%.

**Impact** – This will significantly affect our ability to meet our Level 2 at age 19 target and the increases in Level 3 achievement, both of which are needed by the future economy. We need to ensure that we concentrate effort on increasing retention at aged 17 and 18.

There has been significant progress in reducing the number of young people not in Education, Employment or Training (NEET). The overall average has been reduced from 10% in 2002 to 8.4% in December 2005<sup>3</sup>; however this still represents almost 7,500 young people. Particularly good progress has been made in Manchester with a reduction of 3% between December 2004 and December 2005. However, the proportion still varies widely across the conurbation, the highest being Manchester at 10.9% and the lowest Trafford at 5.8%. We need to work with providers to ensure that the learning opportunities available are attractive and appropriate to engage those outside of learning and support progression and achievement to Level 2 and beyond. This will also involve focusing additional funding support on young people looked after by local authorities, young offenders, those with learning difficulties

3 Greater Manchester Connexions Partnership Limited adjusted NEET figures. National guidance requires Connexions Partnerships to report, and manage against, adjusted NEET figures on the basis that 58% of NEET clients who have lapsed in to unknown remain NEET, and 8% of EET clients who lapse in to unknown are likely to be NEET. These numbers are then added to the base figure to give an overall NEET figure - referred to as being the adjusted NEET figures.

and/or disabilities and those from black and minority ethnic communities to ensure they are able to participate and achieve.

**Impact** – *There will be increasing pressure on mainstream funding that supports those young people who are at risk of disengaging as ESF<sup>4</sup> funded initiatives cease and we need to ensure that appropriate funding levels are maintained.*

There are low levels of progression into traditional higher education in the conurbation core and there is scope for greater retention within the sub-region of graduates from local universities.

Progress is being made in this area with colleges which deliver higher education (HE) working with local universities and the LSC through the Greater Manchester Strategic Alliance in a Lifelong Learning Network so that more integrated development of HE can take place. We are continuing to support strategically the Greater Manchester Aimhigher Partnership, within the context of local 14-19 Partnerships, so as to widen participation in HE by young people whose families have no previous experience of it.

### **Supply of Learning and Skills**

Following analysis of the FE curriculum mix in 2003/04 it is apparent that 82% of our provision was within high or medium regional priority sector subject areas<sup>5</sup>. However, there is often duplication of the curriculum offer within providers at both subject and qualification level.

There has been a steady increase in the number of starts in work based learning (WBL) over the last 3 years. In 2004/05, 79% of provision was within regional high priority sector subject areas compared to 72% in 2002/03.

We have significantly restructured work based learning over the last 3 years with the amount of Level 2 provision increasing. This is indicative of the positive partnership working with training providers to achieve improved success rates year on year in response to the Level 2 at age 19 target. As with FE provision there is duplication across providers.

**Impact** – *This indicates that our provision is becoming more responsive to priority sectors and will enable the demands of learners to be met provided we ensure achievement at the right qualification level. However the duplication of the education and training offer means that young people may not have access to a full range of opportunities in some areas.*

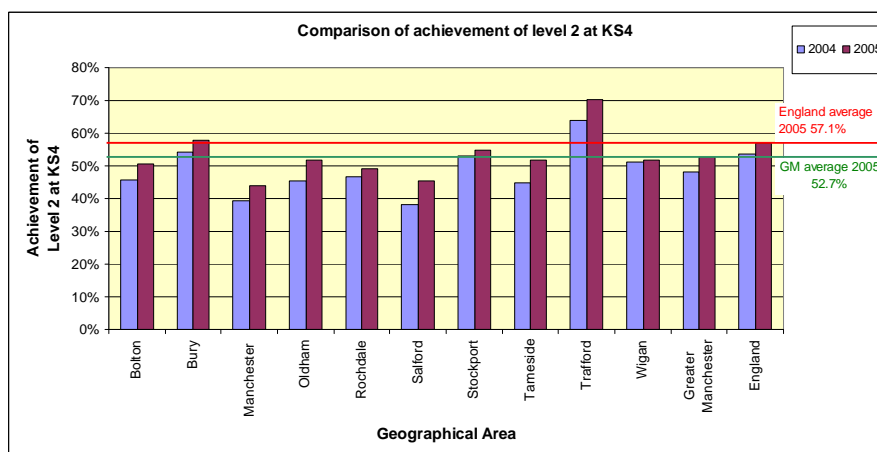
Educational attainment varies across the conurbation. Achievement of Level 2 at Key Stage 4 in 2005<sup>6</sup> (5 or more GCES A\*-C grades and equivalent) indicates that 8 out of the 10 Local Authority areas performed below the England average. There is weak performance in English, Maths and Science. However they also show that performance has improved in each Local Authority district with 7 out of 10 improving faster than the national trend and several where performance has significantly improved compared to 2004. These are Oldham (+6.5%), Salford (+7.3%), Tameside (+7.0%), and Trafford (+6.2%).

Table 2: Pupils achieving Level 2 at Key Stage 4 (5 or more GCSE A\* to C grades and equivalent) in 2004 and 2005

<sup>4</sup> European Social Fund

<sup>5</sup> Following national and regional discussions, each region has prioritised sector subject areas for their area.

<sup>6</sup> DfES School and College Achievement and Attainment Tables 2005 GCSE (and equivalent) results



Source: Department for Education and Skills

**Impact** - This sets the platform for meeting our PSA<sup>7</sup> target for achievement of Level 2 at aged 19 and has a significant impact on meeting that target. Low achievement at age 16 means that we have to put in more resources post 16 to provide young people with the opportunity to achieve their potential. If achievement at age 16 can be significantly increased it will release more resources to support Level 3 achievement in response to labour market forecasts.

Of the cohort who were aged 19 in 2005, Greater Manchester at 67% was 3% below the national average for achievement of Level 2 at age 19. The area as a whole has been recognised as being at risk of failing to meet the national target and we have developed an action plan to address this. Performance against the target varies across the conurbation from Stockport and Trafford at 72% to Manchester and Salford at 56%. Improving achievement to meet the target in 2008 will be particularly challenging in these latter two areas.

In terms of achievement of Level 2 between the ages 16-19 in 2005, Salford (21%) is adding the most value<sup>8</sup> closely followed by Rochdale (20%) and Tameside (20%). However each of these districts has relatively low achievement at age 16. DfES data for the cohort who were aged 19 in 2005 show Salford (35%), Rochdale (39%) and Tameside (42%) compared to a Greater Manchester average of 47%. Bury and Trafford, both with 13%, delivered the lowest added value. However their starting points at age 16 were 57% and 59% respectively, the highest two achievement rates in Greater Manchester. Nationally, 20% value was added between the ages 16-19.

**Impact** - We need to concentrate our efforts to identify those young people who are close to achieving Level 2 at age 16 and work with Local Authorities and all providers to ensure achievement by age 19. Our provision will need to respond to this challenge in each local area and this will be part of the discussions with partners in agreeing targets for Local Area Agreements.

Achievement of Level 3 at aged 19 within Greater Manchester was 4% below the national average of 46% in 2005. Again there is variable performance across the local Authority Districts with particular challenges in Salford (31%), Rochdale (34%), Tameside (35%) and Manchester (36%). There are 6 out of the 10 local Authority Districts below the Greater Manchester average and 8 below the national average.

<sup>7</sup> Public Service Agreement

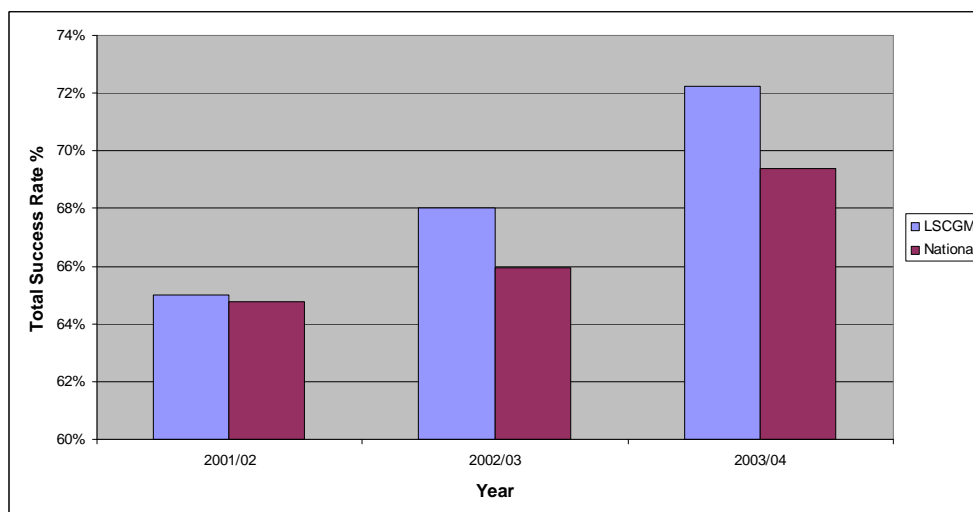
<sup>8</sup> Added value in this context is defined as the number of young people who achieve level 2 between age 16-19 taken as a percentage of the cohort and is an indication of the progress made post 16 in achieving the Level 2 at 19 target

**Impact** - This will have a significant impact on our ability to supply a future workforce to fill the increased demand for occupations requiring higher level skills, particularly managerial and professionals. Again we need to work with Local Authorities, colleges, schools and training providers to ensure achievement by age 19. This also will be part of the discussions with partners in agreeing targets for Local Area Agreements.

There has been a marked improvement in the overall FE success rates in Greater Manchester across the years 2001/02, 2002/03 and 2003/04. The success rate increased by 7% over these three years compared to an increase of 4% nationally.

**Impact** - We need to maintain this improvement in discussions with colleges on their 3 year development plans and ensure the balance and mix of provision is right. This will ensure we have the supply of skilled people to fill the demand from employers.

Table 3: Total FE Success Rate by year



Source: LSC ILR

In 2003/04, FE success rates for long programmes<sup>9</sup> at Level 3 (16-18 only) are consistently higher than programmes at other levels. This is encouraging as Level 3 programmes accounted for 65% (72,886) of all learner numbers in 2003/04. Level 1 programmes accounted for 12%, Level 2 17% and Level 4, 5 or Higher 0.04%.

Good progress has been achieved in terms of increasing overall WBL success rates (apprenticeship framework or NVQ achievement) over the past three years. Overall framework success rates have risen by 15% since 2002/03 with 11.6% of the rise occurring in 2004/05. However this rise is primarily due to increased achievement of Level 2; Level 3 achievement has only risen by 6% in the last 3 years. We will be working with providers to address this disparity.

Despite the improvements in the WBL overall framework success rates for 16-18 year olds they still lie below the national benchmark across virtually all sector subject areas. Therefore further progress is needed in order to increase framework achievement in line with the National level.

Across both FE and WBL, success rates for black and minority ethnic learners are roughly the same as those for white learners, although Black Caribbean, Black Other and Mixed race learners have consistently had lower success rates. Chinese learners consistently exceed the success rates for white learners. Male success rates

<sup>9</sup> Long programmes are defined as those in excess of 24 weeks in length

continue to be lower than female, and people with a disability tend to have higher success rates than those without.

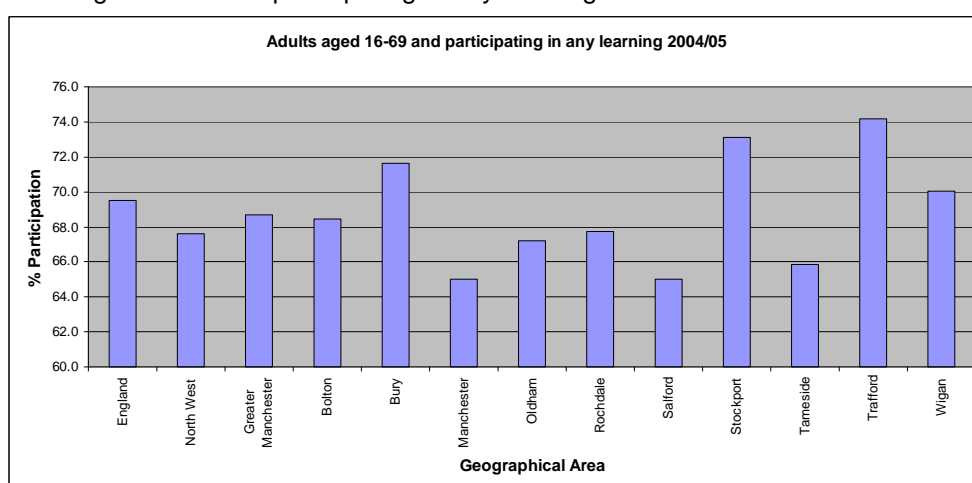
**Impact** – This improvement in both FE and WBL success rates must be maintained across all sector subject areas if we are to ensure that there is a supply of suitably qualified young people to fill the demand forecast within the future workforce. We need to work with all providers, including schools, to ensure that inequalities in average success rates for young people of different ethnic groups are reduced.

## Adults

### Demand for Learning and Skills within the current workforce

Adult participation in education and training varies sharply across Greater Manchester with particular challenges in the Manchester, Salford and Tameside areas where participation is well below the local, regional and national averages.

Table 4: Adults aged 16-69 and participating in any learning 2004/05



Source: English local labour force survey 2004/05

**Impact** – Low participation in some local authority districts will impact on our ability to supply a suitably qualified/ trained workforce to meet future economic demand. It will also significantly affect our ability to deliver the increase in Level 2 provision required to ensure a successful implementation of Train to Gain.

The overall population expanded 0.4% between 1998 and 2004 to 2.5 million (37% of the North West total) with 1.53 millions of working age. The total labour supply in Greater Manchester is expected to rise by 18,100 over the next five years<sup>10</sup>. Economic activity rates are 2% below the national average with an unemployment rate equal to the regional average.

Whilst many areas in Greater Manchester have economic activity rates above the national average, economic inactivity levels rise to 60% of the working-age population in some wards, particularly in the inner city areas. The large resident student population adds to the scale of inactivity, particularly in the areas around the universities.

The effect of race on economic activity and employment has been well researched and it was identified in the annual local labour force survey in 2003 that the employment rate for black and minority ethnic people was around 57% compared with over 75% for white people. Greater Manchester's employment rates were lower

<sup>10</sup> Office of National Statistics



than the rates for the United Kingdom and the North West, and rates for black and minority ethnic people were especially low at 49%. Some local authority districts had employment rates for white people of 59%, with rates for black and minority ethnic people correspondingly lower.

**Impact** - We will work with local authorities, the voluntary sector and colleges to ensure that there is accessible 'First Steps' provision to enable people in black and minority ethnic communities to participate in learning. We will work with partners to support collaborative approaches to developing progression routes between 'First Step' learning such as Neighbourhood Learning in Deprived Communities to Skills for Life, Level 2 and employment.

Taking into account both unemployment and economic inactivity, worklessness is a serious problem for Greater Manchester, affecting nearly two-fifths of the working-age population. Again, this is a particular problem within the conurbation core and around the other urban centres. Worklessness is also more prevalent (54.9%) for residents aged 50+, compared to those aged 16-24 years age (43.3%) and significantly lower for those aged 23-49 years (23.4%).

The levels of basic skills deficiencies within Greater Manchester are high. Over 25% of Greater Manchester's working-age population have literacy and/or numeracy deficiencies, around 3% above the national average. It is estimated that some 420,000 people need to improve their basic skills in reading, writing and numeracy<sup>11</sup>.

**Impact** - Adults with low basic skills are five times as likely to be unemployed as those with average skills. Lack of basic skills also prevents progression to higher level skills needed by employers to increase productivity. We are responding to this need by working with providers to deliver provision that will be recognised and valued by employers.

In August 2005 the responsibility for Offender Learning was transferred to the LSC. The North West region was one of 3 development regions that commenced delivery of the new service from that date. Greater Manchester has 4 prisons with a total population<sup>12</sup> of 3,174. However the majority of offenders serve their sentences in the community. In the North West over 26,000 offenders commenced community sentences supervised by the Probation Service during 2004 and nearly 12,000 offenders were subject to supervision on post release licence<sup>13</sup>. Employment is estimated to reduce re-offending by a third and we are actively working with Jobcentre Plus to meet better the learning and skills needs of offenders leading to employment. At local level we have established a Criminal Justice Area Partnership Group, which includes representatives of all key stakeholders and a Criminal Justice Area Partnership Plan has been developed to try to reduce re-offending.

**Impact** – We need to develop a stronger provider base able to meet the learning and skills needs of offenders in the communities of Greater Manchester. This will involve identification of the scope of current provision in custody and community settings. We will need to identify opportunities for development of the curriculum at establishment, local and regional level and influence the development of curriculum at Criminal Justice Area and regional level to maximise resources and avoid duplication.

<sup>11</sup> Greater Manchester Business Plan 2005

<sup>12</sup> Certified normal accommodation

<sup>13</sup> Regional Reducing Re-Offending Action Plan May 2005



Some districts within the conurbation have particularly high numbers of Incapacity Benefit customers, for example Manchester (c.40,000) and Wigan (c.22,000)<sup>14</sup>. Of concern is the fact that 18.5% of the overall working age population are claiming some kind of benefit compared to the GB average of 13.9%.

The Greater Manchester qualification profile for the economically active working age population (16- 64 yrs) lags behind the national and regional averages at all levels. A particular issue is that 30.1% of the economically active working age population of Greater Manchester are not qualified to Level 2<sup>15</sup> and 19.9% have no qualifications<sup>16</sup>, with the incidence of this problem varying widely across the conurbation. The RES highlights high rates of the working age population without qualifications as a barrier to growth in several sub regional districts. Manchester, Oldham, Salford and Tameside are in this group. It is notable that participation is also low in these areas and all providers will need to work more closely with Connexions and Jobcentre Plus to encourage and stimulate demand for training.

**Impact** - *This puts us at a disadvantage in productivity terms and has a significant effect on community well being and social inclusion. Barriers to employment are varied and will require a multi-agency approach between the LSC, Local Authorities, Jobcentre Plus, and Strategic Health Authorities to resolve.*

In addition, although parts of the conurbation have concentrations of residents with qualification Levels 4/5 that are above the national average, the majority of wards in Greater Manchester have below average proportions of residents with these qualifications, falling to below half the national average across large parts.

**Impact** - *This does not enable us to respond to the needs of the knowledge economy that Greater Manchester requires. Our focus will still remain on delivery of Level 2/3 qualifications in order to address the productivity issues of the local economy. However we will work with partners to address this challenge whilst still maintaining the focus on our priorities. More full cost delivery at Levels 4/5 will be encouraged.*

The National Employer Skills Survey 2005 (NESS 2005) showed that in Greater Manchester employers felt that lack of experience or recent recruitment (81%) were the main factors in employees lacking skills required to do their jobs. The percentage of establishments with any skills gaps (i.e. staff who are not proficient in their jobs) has fallen from 24% in 2003 to 17% in 2005. Similarly the density of skills gaps has decreased with the percentage of the workforce with any skills gaps falling from 11% in 2003 to 6% in 2005. More organisations are now providing training in 2005 compared to 2003 (64% in 2005, 57% in 2003).

**Impact** – *Whilst this is an encouraging trend, the issue of lack of experience or recent recruitment may indicate that our provision is not yet as responsive to employer needs as it should be. Thus potential employees are not as prepared for work as they could be. The recent NESS 2005 data have confirmed the widespread deficiency in leadership and management skills in Greater Manchester. This points to the need for us to put more emphasis on such skills in our provision and for colleges and other providers to develop more targeted provision aimed at particular sectors. We also need to work with colleges and providers to engage still more employers in the design and delivery of our provision.*

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<sup>14</sup> Jobcentre Plus figures

<sup>15</sup> Local Labour Force Survey 2004/05

<sup>16</sup> Skills in England volume 4

## Demographics and the Future Workforce

Greater Manchester's overall population is relatively young in comparison with the regional and national averages. However, forecasts for the period 2003 - 2008 indicate that Greater Manchester will experience an ageing population profile, driven by growth in the 45+ years age group.

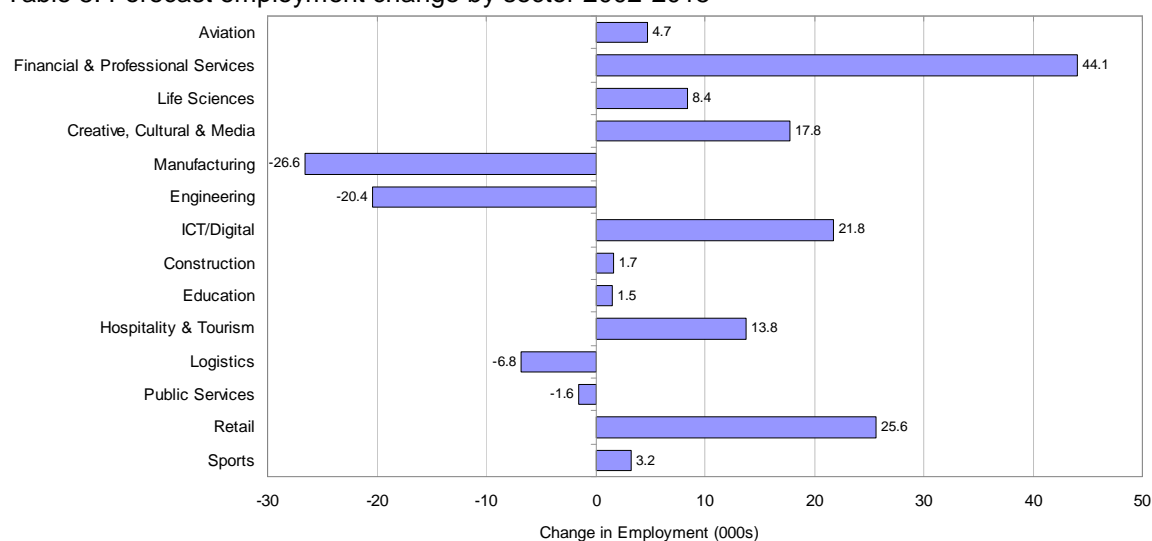
**Impact** – This will have implications for our balance of provision between 16-18 and 19+ learners as it puts more pressure on our funding aimed at adult learning. The implication for our providers is that more adult learning will have to be delivered at full cost.

Changes in the industrial composition of the Greater Manchester economy will be the main influence on the demand for skills from local employers<sup>17</sup>. The trend towards higher skilled employment, requiring skills at level 3 and above continues.

Manchester Airport is amongst the world's top twenty in terms of international passenger throughput. Over the past twenty years the airport has grown to become a major UK global gateway and a key economic driver for Greater Manchester and the North West. The area has become an important tourist and leisure destination. Building on its strong industrial, sporting and cultural legacy Greater Manchester has been at the forefront in developing venues and attractions that have led to a blossoming tourist industry.

It is forecast<sup>18</sup> that the number of jobs will rise by 87,200 between the period 2002-2015 with Financial and Professional Services, Retail and ICT/Digital accounting for the majority of these.

Table 5: Forecast employment change by sector 2002-2015



Source: Greater Manchester Skills Priorities 2006

In addition to new employment opportunities created by Greater Manchester's economic expansion, there will also be major replacement demand caused by people leaving the labour market (e.g. through retirement) or changing occupations.

Overall, the growth in the economy, sector and occupational restructuring and replacement demand will create a huge demand for skills at intermediate/high levels whilst, at the same time, the more traditional craft skill areas will see relatively stable levels of employment, albeit they will be heavily affected by replacement demand.

<sup>17</sup> Greater Manchester Skills Priorities 2006

<sup>18</sup> Greater Manchester Skills Priorities 2006

The occupational structure of employment is also forecast to change, with growth in managerial, professional, associate professional and technical, and personal service occupations with a requirement for high-level formal qualifications. The occupations projected to grow fastest are those already with high proportions of qualified people. Those occupations expected to decline tend to have low shares of qualified people.

Over the next five years it is forecast that the total replacement demand for Greater Manchester will be just under 300,000 jobs. The shift in employment described above means that:

- One in five of these jobs (just over 50,000) will be in managerial roles.
- Just over 80,000 (30%) will be for professionals.
- A further 52,000 (19%) will be for administrative/clerical staff.

Table 6: Forecast replacement demand vacancies over next 5 years

| Occupation              | Number of Vacancies | Required Qualification Level |
|-------------------------|---------------------|------------------------------|
| Managers                | 11,000              | Level 3                      |
|                         | 14,000              | Level 4                      |
| Professionals           | 12,500              | Level 3                      |
|                         | 35,000              | Level 4                      |
| Administrative/Clerical | 11,000              | Level 2                      |
|                         | 10,000              | Level 3                      |
|                         | 19,000              | Level 4                      |

Source: Greater Manchester Skills Priorities 2005

**Impact** - The increased demand in these occupations, particularly managerial and professionals will result in huge increased demand for jobs that require skill levels at Level 3 and above. We need to ensure that our balance and mix of provision addresses these skills demands by working with all providers. This requires us to ensure the occupational areas and levels of qualifications are appropriate for this future demand. We also need to continue the emphasis on moving more provision from low priority sector subject areas to high/medium ones.

## Occupations and Sectors

Skills development of the existing workforce (mainly adults) to meet the changing requirements of the economy is crucial because of the critical importance of skills in enabling employers to adapt to and exploit changing economic circumstances and opportunities. The primary responsibility for skills development rests with employers. However we need to ensure that publicly-funded vocational and occupational provision is matched as closely as possible to the emerging demand from employers and that additional support is provided where necessary to address intractable skills shortages. This is particularly important in tackling the low skill base within some sectors especially food and drink manufacture, textiles, retail, hospitality and tourism and public services where there are Skills for Life and Level 2 deficiencies.

The shift in employment between sectors and growth of more knowledge-intensive industries will influence the demand for occupations and skills over the next ten years in Greater Manchester. Although many sectors require the same generic skills, there are also important challenges that are sector-specific. Sectors where level 3 skills will be increasingly required include Creative, Engineering, Financial and Professional, Healthcare, ICT/Digital, Construction, Education, Public. Our response here is a mix of LSC supported provision (including advanced apprenticeships and Level 3 trials);

ESF supported training as well as stimulating increased employer investment, especially where the LSC is funding Level 2 qualifications through Train to Gain.

Notable sector initiatives include Creative/Digital/Media, where the planned relocation of additional departments of the BBC to the City Region has led to plans, set out in the RES and led by the Northwest Development Agency, to create a regional Media Hub. The relocation is an opportunity for the sector to make a quantum leap forward, with significant increases in employment and business growth. This is of particular relevance for the Broadcast Media and Digital Content sub-sectors but will have an indirect impact on the profile and confidence of the creative industries as a whole.

This is an exciting opportunity for us to work more closely alongside the Northwest Development Agency in developing further the tremendous potential in this sector. We are tailoring the apprenticeship model to meet media industry requirements in Greater Manchester and the North West and the opportunity for the BBC to have a direct input to that process is invaluable. We have already invested significant resources in the development of a new collaborative Media CoVE and we will utilise the skills and expertise of the BBC to influence the ongoing development of the skills offer to meet their specific needs.

The Construction sector is a major employer in Greater Manchester; one that has experienced chronic skills gaps and shortages. However, much construction provision for young people and adults has generally low completion and success rates and it is not clear what proportion of learners go on to work in the industry. Further detailed analysis is to be carried out in 2006 to determine a way forward; this may include a focus on particular qualifications favoured by employers as well as changes in the way construction is promoted as a career. One specific response is the focus on On Site Assessment and Testing (OSAT), set out in the Sector Skills Agreements section.

### **Supply of Learning and Skills**

In 2003/04, 98% of our adult FE provision was within high or medium priority sector subject areas. Within WBL adult provision, 100% was within high/medium priority sector subject areas in 2004/05.

Overall FE success rates for aged 19 and over learners have increased by 7% between 2001/02 and 2003/04 and are now comparable with the national benchmark of 72%. The success rate for long programmes only has improved by 6% over the same period but remains relatively low at just over 58%. It is however 2% above the national benchmark.

Within WBL most sector subject areas have shown an improvement in framework success rates between 2002/03 to 2004/05. However all sector subject areas remain below 50%; with Health, Public Services and Care below 20%.

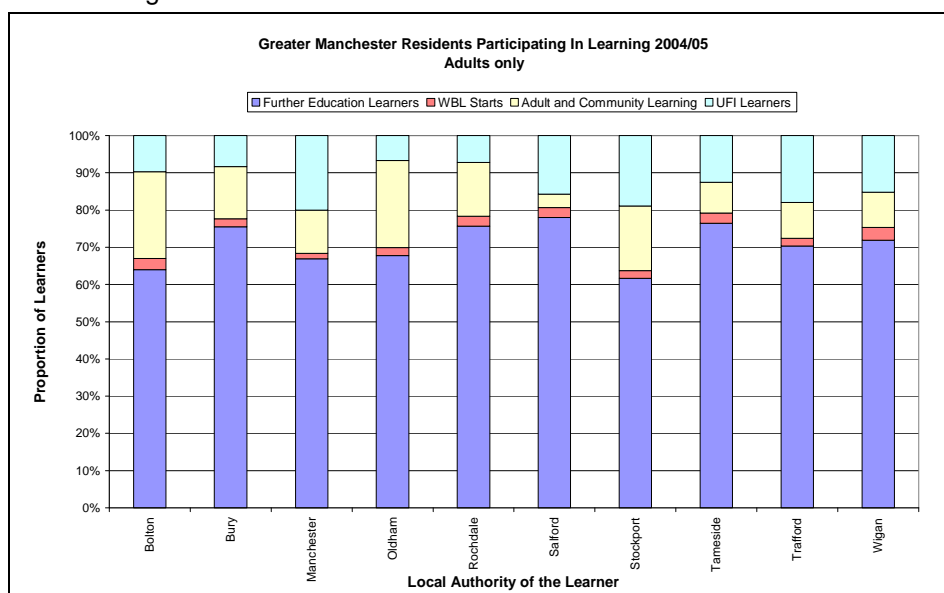
**Impact** – *We must improve WBL framework success rates to ensure that young people are participating in appropriate, high quality programmes that support their progression to employment and/or higher levels of attainment.*

Planned provision for adults will shift towards longer courses for those seeking skills for employability and further progression in learning. The policy will enable the roll out of Train to Gain and maintain the value for personal and community development learning (PCDL).

**Impact** - This funding policy will challenge colleges and providers since the ratio of youth to adult funding is already heavily weighted towards 16-18 provision and 'other' provision<sup>19</sup> has been reduced in recent years.

The choice of learning route shows significant variation across each local authority district as can be seen from table 7.

Table 7: Relative proportions of Greater Manchester residents (adults only) participating in LSC funded learning in 2004/05.



Source: LSC Individual Learner Record

There has been significant investment in Centres of Vocational Excellence (CoVEs) with 13 already in place and 5 having interim status. The network includes all FE colleges, a 6th form College, two training providers and an employer based CoVE. The existing CoVEs cover a wide range of occupational areas and the interim ones will enhance our ability to respond to employers' needs.

**Impact** - We will ensure that CoVEs and any further development we support will address the priority sectors of: construction, healthcare, retail, creative industries and engineering together with management and leadership. Black and minority ethnic entrepreneurship will be established within the CoVE network.

## Transition from Employer Training Pilot to Train to Gain

Since 2002/03 we have been part of a national programme of pilots aimed at improving the skill levels of employees. The pilot has clearly improved provider responsiveness and created a pool of good practice that will help to drive improvement across the whole FE sector. Since August 2002, 3,100 employers have been involved and 30,600 learners have been enrolled (13.3% of the national total). Successes include 3,355 Skills for Life qualifications achievements, 15,100 Level 2 achievements; 7,860 (52%) of these were first Level 2 and 1,100 were vocationally related qualifications.

The pilots have now finished and the results will be rolled out nationally as Train to Gain, the new nationally branded employer training programme. Train to Gain will provide:

- Impartial skills brokerage for employers.

<sup>19</sup> 'Other provision' is provision that is not within the national qualifications framework and does not count towards LSC national targets.



- Support for employees in the workforce to achieve skills for life and level 2 qualifications.
- Support for level 3 qualifications in priority sectors.
- Information, advice and guidance on education and training for employees.

Engaging more employers in workforce development and assisting them to take action in company is a priority. This has been the main focus for the skills brokerage function in ChamberLink<sup>20</sup> and significant additional skills brokerage resources and better co-ordination have been introduced during the last 18 months. The new brokerage arrangements through Train to Gain will build on this success and link effectively with the mainstream Business Link Information, Diagnosis and Brokerage (IDB) services.

We will ensure that employers and employees in Greater Manchester benefit from the rollout of Train to Gain by:

- Stimulating demand for training from employers and priority sectors, including small businesses and minority owned businesses, through effective skills brokerage.
- Encouraging colleges and other providers to respond positively to meet the needs of local employers.
- Increasing investment in workforce development by employers.
- Ensuring all residents are able to gain the qualifications they need to ensure their continued employability.

We will also work with the Voluntary and Community Sector and the Public Sector as these are significant employers.

**Impact** – *The implementation of Train to Gain will assist employers in addressing the lack of qualifications within their workforce. It will have a major impact on provision of Level 2 qualifications with a significant increase in delivery of first full Level 2 provision. We therefore need to deliver more high quality learning opportunities that will drive our economic competitiveness, particularly at Level 2 where a significant growth in FE provision is required. Train to Gain will add further growth at Level 2.*

## Sector Skills Agreements

Within the national sector priorities particular emphasis is placed on supporting the priority skills identified within pathfinder Sector Skills Agreements (SSAs):

- Construction Skills: On Site Assessment and Training (OSAT)
- SEMTA: Business Improvement Techniques
- E-Skills: ITQ Level 2 and Level 3
- School Support Staff: New Support Staff VQ L2 and L3

Our response to these priorities is given below:

### On Site Assessment and Training (OSAT)

In the North West the majority of provision is delivered by providers in Lancashire and Cumbria. There are 5 providers offering OSAT provision in Greater Manchester and they delivered a total of 178 starts in 2005.

20 ChamberLink is the business support organisation for Greater Manchester and delivers Business Link branded services across the conurbation.



In addition to OSAT, similar provision has been offered through our Employer Training Pilot (ETP) with approximately 5% of Greater Manchester ETP starts (c. 1,000) since 2003 in the construction sector with about 400 in the last year.

This would estimate current annual supply at about 600 through OSAT type provision.

The national Sector Skills Agreement identifies the Level 2 demand down to sub regional level.

Table 9: Level 2 demand identified in national Sector Skills Agreements

| Area               | Numbers<br>Employed<br>2004 | % Employed | L2 demand<br>2006/2007 | L2 demand<br>2007/2008 |
|--------------------|-----------------------------|------------|------------------------|------------------------|
| Greater Manchester | 97,716                      | 38.3%      | 1720                   | 2162                   |
| North West Total   | 255,128                     | 100%       | 4490                   | 5644                   |

Source: LSC Greater Manchester

## Challenges

- Current supply will not meet demand.
- Only Oldham College currently delivers OSAT in Greater Manchester. Many colleges feel unable to develop the capacity to deliver OSAT as it requires significant levels of employer engagement; the delivery of which is more difficult to manage than traditional in-college delivery models.
- There are problems in recruiting experienced onsite assessors. The industry will pay significantly higher wage rates than a college can offer. Assessors need to have substantial site experience gained within the last 5 years so it is difficult to recruit older workers who may have been out of the industry for a time on for example, Incapacity Benefit.
- It is the SSC's aspiration to have a fully carded workforce (CSCS card – site health and safety accreditation). This can only be achieved in conjunction with Level 2 accreditation – with some exceptions - No Level 2, no card.

## Responses

- The new Construction CoVE will develop 4 new OSAT units in Salford College, Hopwood Hall College, Wigan and Leigh College and Bolton Community College. These will become operational in 2006.
- We need to explore developing additional OSAT provision with providers with whom we do not currently contract. These could be colleges or private providers who are successfully delivering OSAT in other parts of the North West
- The new Training and Assessment Academy for Construction Assessors operated by MANCAT and Skills Solution looks at recruiting and training construction assessors. If this model is successful we need to ensure that it is rolled out across Greater Manchester where appropriate. Current indications are encouraging
- Ring fenced OSAT funding will come to an end in September 2006. We need to identify other funding streams to mainstream OSAT provision, e.g.
  - Use ESF Co-financing to commission OSAT

- Use LIDF<sup>21</sup> to develop OSAT infrastructure e.g. recruiting and training assessors
- Ensure OSAT is a significant priority in the Train to Gain offer
- Use the Level 2 entitlement as a lever for OSAT

### Business-Improvement Techniques (BIT)

The National Vocational Qualification (NVQ) in Business-Improvement Techniques (B-IT) at level 2 enables employees to gain recognition for demonstrating their competence to deliver Quality, Cost and Delivery improvements in their own workplace, enabling the employer to reduce costs and increase productivity.

Here in the North West there has been a pilot involving the Automotive Academy based in Merseyside and focusing on the Automotive Manufacturing site of which Jaguar (LSC Greater Merseyside), Vauxhall (LSC Cheshire & Warrington), Bentley (LSC Cheshire & Warrington ) and Leyland Trucks (LSC Lancashire) all participated. Having no automotive manufacturers in Greater Manchester has put us at a disadvantage compared to other local LSC areas when looking at BIT delivery.

Despite SEMTAs Sector Skills Agreement indicating extremely high numbers, discussion at a regional level still continues to take place and is based on a regional target of 500. Current delivery capacity and the number of Assessors in approved training the table below represent an indication of the regional and local allocations.

Table 10: Regional and local allocations

| Area               | % of regional target based on employees in sector | Actual number based on Regional target | Greater Manchester preferred numbers based on current situation |
|--------------------|---|--|---|
| Greater Manchester | 30%   | 150                                    | 75  |
| North West Total   |   | 500                                    | 500   |

Source: LSC Greater Manchester

### Challenges

- Ability to deliver BIT through Automotive Academy approved network
- Marketing and understanding of qualification
- Achievement of national, regional and local targets
- There are no approved Assessors within Greater Manchester.

### Responses

- We will develop a 'Fast track' programme for assessors delivered through Greater Manchester Engineering Provider Forum.
- Raise awareness within LSC Staff and Engineering Providers.
- We have not been involved so far with BIT development and need to ensure ESF monies are utilised to train a Greater Manchester Network of potential providers.

### Information Technology Qualification (ITQ)

ITQ is the new flexible IT user qualification and training package that can be tailored to ensure that staff are trained in just the IT skills they need. It is primarily aimed at IT

<sup>21</sup> LSC Local Intervention and Development Funding

Users and not professional IT staff such as engineers and developers. The qualification is the new NVQ for IT Users and forms part of the new Apprenticeship Framework for IT Users.

Three years ago the North West was involved with the piloting of the ITQ and Greater Manchester had some success with the delivery. However the momentum was not maintained and delivery is now not as high as expected across the North West. With this in mind a bid to the Regional Skills Capacity fund has yielded £28,500 per Local LSC to develop and build capacity. In the first quarter of 2006 (Jan- March) there will be four providers delivering a number of presentations to raise awareness and capacity build. These will target audiences including LSC staff, other colleges and provides but more importantly employers.

Early indications from LSC National Office indicate a national figure of 50,000 ITQ qualifications to be achieved each year through the LSC funded programmes. E-Skills UK indicates 750,000 ITQ 'journeys' by 2008 within their Sector Skills Council. These provisional indications show that Greater Manchester will have to deliver around 15,000 'journeys' and 2,000 qualifications.

### Challenges

- Capacity to deliver across the provider network
- True understanding of ITQ qualification
- Achievement of national, regional and local targets

### Responses

- Awareness sessions for LSCGM Staff, providers and employers.
- Establish an ITQ delivery network forum and use it to share good practice.
- Make alternative learning routes available and transfer of existing skills and qualifications.

### School Support Staff (Support Work in Schools)

Nationally over 350,000 people work in schools supporting the work of teachers, with this number expected to rise over the next few years. Support staff play a vital role in maintaining and increasing school standards and it is important to develop a range of appropriate, work-based and work-delivered qualifications to support their development. The number of qualified school support staff remains low and raising the skills of this work force is critical.

There has been a national pilot for School Support Staff (SSS) running for some time. However timing and funding differences of phase 3 and 4 in 2003 and 2004 respectively have created problems and difficulties in transition from phase 3 to 4.

Targets have been established for each local LSC region based on identified numbers of support staff without an existing level 2 qualification. Within Greater Manchester our target for 2006/07 is 890.

Table 11: Sub regional targets

| Area               | Numbers of places per sub-region (06/07) | Numbers of places per sub-region (07/08) |
|--------------------|--|--|
| Greater Manchester | 890                                      | 1012                                     |
| North West Total   | 2300                                     | 2300                                     |

Source: LSC Greater Manchester

## Challenges

- There are some issues that need addressing before the mainstream programme replaces the pilot phases, including gaining full approval from QCA for the qualifications at L2 and L3 so DfES recognises them as successful outcomes.
- Currently, the Support Work in Schools VQ does not meet full NVQ level targets.
- It is expected that the mainstream programme will become available from September 2006 but the following issues need to be addressed.
  - Local Authorities accessing mainstream budgets.
  - Local Authorities articulating demand to delivery network.
  - Colleges' ability to be flexible enough to deliver work-based VQ to school support staff.
  - The number of private providers delivering within the pilot phases.
  - Transition between phase 4 and mainstream programme.

## Responses

- There is now a National Steering Group meeting regularly that has a 'mainstreaming plan' managed by LSC National Office.
- Targets have been established for each region based on identified numbers of support staff without an existing level 2 qualification (table 10).

## Quality Improvement

Analysis of OfSTED and the Adult Learning Inspectorate (ALI) inspection reports for Greater Manchester providers between April 2001 and March 2005 show that all but two Areas of Learning (AoL) have examples of outstanding provision (Construction and Business administration, management and professional). In Business administration, management and professional most of the provision is good. The areas of Visual and performing arts and media, Humanities and Foundation programmes and Leadership and Management show the largest number of providers considered to be outstanding. Most of the rest contain just one outstanding provider.

Following analysis of FE and work based learning providers after re-inspection it is apparent that in FE 65% of the areas of learning and 77% of leadership and management provision is good or better. There is still room for improvement however and priority will be given to ensuring that more providers move from satisfactory provision into good or outstanding.

In comparison, analysis of WBL providers after re-inspection shows a different picture. Only 31% of the areas of learning are classed as good or better with only 40% in Leadership and Management. There are a large number of providers with satisfactory provision in both categories. Again we need to concentrate our efforts in moving more provision from satisfactory to good or outstanding. In 2003/04 we withdrew funding completely from 3 poorly performing work based learning providers and partially from a number of others with pockets of poor provision, resulting in failing provision reducing from 22% at the end of 2003/04 to only 4% at the end of 2004/05.

**Impact** – We need to deliver more high quality learning that will drive our economic competitiveness particularly where a significant growth in FE provision is required as

*we implement Train to Gain. We will contribute to the quality improvement strategy which will be developed by the Quality Improvement Agency in 2006 and continue to promote professional development of staff within the provider base.*

## **Financial Health**

Greater Manchester currently has 60% of colleges within Category A<sup>22</sup>, 28% in Category B and 12% in Category C financial health categories. Whilst the level of Category C colleges has remained unchanged since the last review in May 2005, it is still below both the national and regional benchmarks of 16.8% and 16.1% respectively.

Currently Greater Manchester has 3 Category C colleges. Two of these colleges have strengthened their financial positions over the past 12 months and are continuing to generate healthy operating surpluses year on year. We therefore anticipated that within the next 12 months both colleges will move to Category B.

The other college was moved into Category C in May 2005 as a result of a weaker financial position due to a shortfall in learner numbers in 2004-05 academic year. The college had just realigned itself due to the reduction in learner numbers from 2004-05, when it experienced a further significant shortfall in 16-18 learner numbers in 2005-06. We have been working closely with the college to ensure appropriate actions are being taken to address the underlying issues. A formal recovery plan has been requested which will need to demonstrate an improvement to at least financial health Category B by the end of a three year period.

**Impact** - *As part of the college's recovery plan, we will need to ascertain the level of exceptional support the college may require in order to facilitate the college's recovery.*

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22 Category A comprises colleges with sufficiently robust finances, Category B colleges demonstrating signs of financial weakness that might limit their ability to implement strategic plans and Category C being those colleges that are financially weak and may become dependent on the goodwill of others.

## Skills Matrix

The following table 8 shows the proportion of LSC funding in 2005/06 in each of the categories of provision<sup>23</sup> taking into account the regional priority sector subject areas. We will continue our policy of shifting more provision into high priority areas.

Table 8: Regional Skills Priority and Provision Analysis Matrix - 2005/06.

| Under 19                           | High         |     | Medium       |     | Low          |    | Total        |              |
|------------------------------------|--------------|-----|--------------|-----|--------------|----|--------------|--------------|
|                                    | £ and Enrols | %   | £ and Enrols | %   | £ and Enrols | %  | £ and Enrols | % of Overall |
| Likely to contribute               | 105,600,361  | 67% | 39,135,759   | 25% | 8,525,053    | 5% | 153,261,173  | 97%          |
| Potential to contribute            | 3,121,595    | 2%  | 227,991      | 0%  | 11,786       | 0% | 139,496      |              |
| No longer eligible for LSC funding | 2899         | 0%  | 300,304      | 0%  | 23,517       | 0% | 3,445,416    | 2%           |
| Other (eg UFI and Unclassified)    | 313,739      | 0%  | 201          | 0%  | 28           | 0% | 3128         | 1%           |
| Entitlement                        | 843          | 0%  | 11,513       | 0%  | 976,460      | 1% | 1,301,712    | 0%           |
| Totals                             | 0            | 0%  | 85           | 0%  | 5843         | 0% | 6771         | 0%           |
|                                    | 0            | 0%  | 0            | 0%  | 0            | 0% | 0            | 0%           |
|                                    | 0            | 0%  | 0            | 0%  | 0            | 0% | 0            | 0%           |
|                                    | N/A          | 0%  | N/A          | 0%  | N/A          | 0% | N/A          | 0%           |
|                                    | 109,035,695  | 69% | 39,447,576   | 25% | 9,525,029    | 6% | 158,008,300  | 100%         |
|                                    | 108653       |     | 23085        |     | 17657        |    | 149395       |              |

| 19 and Over                        | High         |     | Medium       |     | Low          |    | Total        |              |
|------------------------------------|--------------|-----|--------------|-----|--------------|----|--------------|--------------|
|                                    | £ and Enrols | %   | £ and Enrols | %   | £ and Enrols | %  | £ and Enrols | % of Overall |
| Likely to contribute               | 47,981,517   | 63% | 14,742,332   | 19% | 794,397      | 1% | 63,518,246   | 83%          |
| Potential to contribute            | 65379        | 13% | 11801        | 2%  | 980          | 0% | 78160        | 16%          |
| No longer eligible for LSC funding | 9,999,747    | 1%  | 1,695,845    | 0%  | 269,258      | 0% | 11,964,850   | 2%           |
| Other (eg UFI and Unclassified)    | 19473        | 0%  | 2807         | 0%  | 807          | 0% | 23087        | 0%           |
| Entitlement                        | 845,946      | 0%  | 253,229      | 0%  | 169,668      | 0% | 1,268,843    | 0%           |
| Totals                             | 9072         | 0%  | 2592         | 0%  | 56           | 0% | 11720        | 0%           |
|                                    | 0            | 0%  | 0            | 0%  | 0            | 0% | 0            | 0%           |
|                                    | 0            | 0%  | 0            | 0%  | 0            | 0% | 0            | 0%           |
|                                    | N/A          | 0%  | N/A          | 0%  | N/A          | 0% | N/A          | 0%           |
|                                    | 58,827,210   | 77% | 16,691,406   | 22% | 1,233,322    | 2% | 76,751,938   | 100%         |
|                                    | 93924        |     | 17200        |     | 1843         |    | 112967       |              |

NB percentages are funding values as a percentage of the total funds, for each age group

<sup>23</sup> The classification broadly indicates each category's potential for contributing to current LSC priorities and targets.



## Key Changes to Provision

The analysis of the demand and supply sides has highlighted several key challenges that we face in Greater Manchester in order to achieve the national and regional priorities. These key challenges require a collective effort from partners and providers and will need to reflect the transformation required to continue to provide quality learning for all. To ensure we achieve our priorities we have planned the following changes in provision for 2006/07:

- To ensure we make the maximum contribution to meeting the Level 2 at 19 target we expect 70% of the cohort who will be 19 in 2006/07 to achieve Level 2. This means that we will need to achieve 7,497 qualifications from the cohort of 18,208 young people who did not achieve Level 2 at 16. Our targets for achievement of Level 2 in 2006/07 are:
  - 17,494 16 year olds (49%)
  - 3,570 17 year olds (59%)
  - 2,856 18 year olds (67%)
  - 1,071 19 year olds (70%)
- To support improved attainment of Level 2 and Level 3 by young people (aged 16-18) we would expect success rates in FE to increase by 2% and WBL to increase by 11% resulting in:
  - an additional 516 young people achieving Level 2
  - an additional 1134 young people achieving Level 3
- We will increase apprenticeship framework completions by 11% compared to 2005/06.
- To support improved attainment of Level 2 and Level 3 by adults (aged 19 and over) we would expect success rates in FE to increase by 2% and in Work Based Learning by 11% resulting in:
  - an additional 1,421 adults achieving Level 2
  - an additional 314 adults achieving Level 3
- We will increase the positive destinations of all Entry to Employment (E2E) participants by 3% compared to 2005/06.
- To reduce the volume of residents with basic skills needs and thus improve their employability skills we expect 17,016 adults to achieve Skills for Life qualifications.
- We will respond to the 4 national sector skills priorities by delivering the following training places:
  - On Site Assessment and Training 1,720
  - Business Improvement Techniques 75
  - Information Technology Qualification 1,950
  - School Support Staff 890
- To maximise the use of funds to achieve Council priorities we will reduce the amount of provision that does not directly contribute to LSC priorities and targets. In particular we will reduce the proportion of enrolments which do not

count directly or indirectly towards the Skills for Life target from 34% to 25% by July 2007.

- In order to improve participation, retention and achievement of groups of learners who have been identified as currently under represented or under achieving in learning we will work with our providers to increase contribution to the achievement of our EDIMs<sup>24</sup>. Over the next 3 years we will:
  - Reduce the gap between male and female achievement to 2.5% in both FE and WBL.
  - Reduce the gender stereotyping differential in Construction, Engineering, Hair and Beauty and Health Care and Public Services occupational areas, and within each age group, by 5%.
  - Improve the achievement of Black and Minority Ethnic groups within WBL by 10% and in FE by 5% and reduce the proportion of achievers identifying their ethnicity as unknown by 20%.
  - Increase the number of leavers with disabilities from WBL who go into employment by 10%.
  - Reduce the proportion of WBL leavers with disabilities who enter unemployment or whose destination is unknown by 5%.

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<sup>24</sup> Equality and Diversity Impact Measures ( these are explained on page 36)

## What we have delivered so far and our planned changes for 2006/07

| SUMMARY OF YOUNG PEOPLE (16-18)                                     | 2004/05                               |                                  |                             |                     |
|---|---------------------------------------|----------------------------------|-----------------------------|---------------------|
|   | Learners                              |                                  | Learning Aims Success Rates | Funding £           |
|   | Volumes of learners                   | In-year achievements (volume)    |                             |                     |
| <b>FE Total Learners</b>  | 49,685                                |                                  | 75%                         | 171,319,440         |
| <i>of which...</i>  |                                       |                                  |                             |                     |
| <i>Learners on Skills for Life target qualifications</i>            | 19,908                                | 11,067                           | 52%                         |                     |
| <i>Learners on a full Level 2 qualification</i>                     | 8,169                                 | 5,483                            | 68%                         |                     |
| <i>Learners on a full Level 3 qualification</i>                     | 21,266                                | 12,253                           | 79%                         |                     |
| <i>Learners on 2 or more A2 qualis</i>                              | 6,503                                 | 5,953                            | 79%                         |                     |
| <b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b> |                                       |                                  |                             |                     |
| <b>School sixth form</b>  | 6,452                                 |                                  |                             | 36,903,585          |
| Work Based Learning   | 12 month average in learning (volume) | Framework achievements (volumes) | Framework success rate      | Funding £           |
| <b>WBL Total Learners</b>   | 12,103                                |                                  | 40.8%                       | 30,830,385          |
| <i>of which...</i>  |                                       |                                  |                             |                     |
| <i>Learners on Skills for Life target qualifications</i>            | 12,103                                | 2,221                            |                             |                     |
| <i>Learners on an Apprenticeship</i>                                | 9,052                                 | 1,672                            | 41.9%                       |                     |
| <i>Learners on an Advanced Apprenticeship</i>                       | 3,051                                 | 443                              | 37.1%                       |                     |
| Entry to Employment   | Learners                              |                                  |                             |                     |
|   | Volumes (starts)                      | Numbers in learning              | Av. length of stay (weeks)  | Pos've destinations |
| All E2E   | 3,327                                 | 1,362                            | 22.6                        | 48.5%               |

| 2005/06                               |                                  |                             |                     |
|---------------------------------------|----------------------------------|-----------------------------|---------------------|
| Learners                              |                                  | Learning Aims Success Rates | Funding £           |
| Volumes of learners                   | In-year achievements (volume)    |                             |                     |
| 49,904                                |                                  | 77%                         | 188,124,224         |
|                                       |                                  |                             |                     |
| 20,921                                | 12,290                           | 54%                         |                     |
| 9,375                                 | 6,406                            | 70%                         |                     |
| 21,106                                | 12,633                           | 81%                         |                     |
| 6,753                                 | 6,261                            | 81%                         |                     |
|                                       |                                  |                             |                     |
| 6,644                                 |                                  |                             | 39,210,426          |
| 12 month average in learning (volume) | Framework achievements (volumes) | Framework success rate      | Funding £           |
| 10,584                                |                                  | 44%                         | 32,640,895          |
|                                       |                                  |                             |                     |
| 10,584                                | 2,915                            |                             |                     |
| 8,053                                 | 2,141                            | 44%                         |                     |
| 2,531                                 | 635                              | 44%                         |                     |
| Learners                              |                                  |                             |                     |
| Volumes (starts)                      | Numbers in learning              | Av. length of stay (weeks)  | Pos've destinations |
| 3,584                                 | 1,453                            | 18.9                        | 51%                 |

| 2006/07                               |                                  |                             |                     |
|---------------------------------------|----------------------------------|-----------------------------|---------------------|
| Learners                              |                                  | Learning Aims Success Rates | Funding £           |
| Volumes of learners                   | In-year achievements (volume)    |                             |                     |
| 51,488                                |                                  | 79%                         | 197,962,773         |
|                                       |                                  |                             |                     |
| 21,629                                | 12,819                           | 56%                         |                     |
| 9,791                                 | 6,845                            | 72%                         |                     |
| 22,233                                | 13,695                           | 83%                         |                     |
| 7,082                                 | 6,572                            | 83%                         |                     |
|                                       |                                  |                             |                     |
| 6,777                                 |                                  |                             | 39,998,460          |
| 12 month average in learning (volume) | Framework achievements (volumes) | Framework success rate      | Funding £           |
| 11,031                                |                                  | 55%                         | 34,044,604          |
|                                       |                                  |                             |                     |
| 11,031                                | 3,071                            |                             |                     |
| 8,405                                 | 2,218                            | 55%                         |                     |
| 2,626                                 | 707                              | 55%                         |                     |
| Learners                              |                                  |                             |                     |
| Volumes (starts)                      | Numbers in learning              | Av. length of stay (weeks)  | Pos've destinations |
| 3,600                                 | 1,543                            | 18.9                        | 54%                 |

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

## What we have delivered so far and our planned changes for 2006/07

| SUMMARY OF ADULTS (19+)   | 2004/05                               |                                  |                             |            |
|---|---------------------------------------|----------------------------------|-----------------------------|------------|
|   | Learners                              |                                  | Learning Aims Success Rates | Funding £  |
|   | Volumes of learners                   | In-year achievements (volume)    |                             |            |
| <b>FE Total Learners</b>  | 143,580                               |                                  | 74%                         | 97,716,996 |
| <i>of which...</i>  |                                       |                                  |                             |            |
| <i>Learners on Skills for Life target qualifications</i>          | 14,540                                | 9,088                            | 58%                         |            |
| <i>Learners on a full Level 2 qualification</i>                   | 7,589                                 | 3,813                            | 56%                         |            |
| <i>Learners on a full Level 3 qualification</i>                   | 7,804                                 | 3,848                            | 56%                         |            |
| <i>Learners on 2 or more A2 qual.</i>                             | 196                                   | 143                              | 79%                         |            |
| <b>Discrete* activity, eg fully ESF, or LIDF funded provision</b> |                                       |                                  |                             |            |
| <b>Personal &amp; Community Dev't Learning</b>                    | 36,395                                |                                  |                             | 14,624,588 |
| <b>Work Based Learning</b>  | 12 month average in learning (volume) | Framework achievements (volumes) | Framework success rate      | Funding £  |
| <b>WBL Total Learners</b>   | 8,414                                 |                                  | 32.2%                       | 12,126,721 |
| <i>of which...</i>  |                                       |                                  |                             |            |
| <i>Learners on Skills for Life target qualifications</i>          | 8,414                                 | 1,294                            |                             |            |
| <i>Learners on an Apprenticeship</i>                              | 4,913                                 | 864                              | 35%                         |            |
| <i>Learners on an Advanced Apprenticeship</i>                     | 3,501                                 | 368                              | 27%                         |            |
| <b>ETP / NETP</b>   | Volumes of learners                   | In-year achievements (volume)    |                             | Funding £  |
| <i>Of which...</i>  |                                       |                                  |                             |            |
| Level 2   | 9,861                                 | 4,612                            |                             |            |
| Skills for Life   | 1,550                                 | 714                              |                             |            |

| 2005/06                               |                                  |                             |            |
|---------------------------------------|----------------------------------|-----------------------------|------------|
| Learners                              |                                  | Learning Aims Success Rates | Funding £  |
| Volumes of learners                   | In-year achievements (volume)    |                             |            |
| 114,630                               |                                  | 75%                         | 93,698,105 |
|                                       |                                  |                             |            |
| 17,445                                | 11,677                           | 60%                         |            |
| 8,026                                 | 4,291                            | 58%                         |            |
| 9,706                                 | 4,956                            | 58%                         |            |
| 163                                   | 122                              | 79%                         |            |
|                                       |                                  |                             |            |
| 38,349                                |                                  |                             |            |
| 12 month average in learning (volume) | Framework achievements (volumes) | Framework success rate      | Funding £  |
| 6,901                                 |                                  | 44%                         | 12,509,771 |
|                                       |                                  |                             |            |
| 6,901                                 | 1,650                            |                             |            |
| 4,163                                 | 1,167                            | 44%                         |            |
| 2,738                                 | 404                              | 44%                         |            |
| Volumes of learners                   | In-year achievements (volume)    |                             | Funding £  |
|                                       |                                  |                             |            |
| 10,398                                |                                  |                             |            |
| 2,641                                 |                                  |                             |            |

| 2006/07                               |                                  |                             |            |
|---------------------------------------|----------------------------------|-----------------------------|------------|
| Learners                              |                                  | Learning Aims Success Rates | Funding £  |
| Volumes of learners                   | In-year achievements (volume)    |                             |            |
| 90,627                                |                                  | 76%                         | 82,263,590 |
|                                       |                                  |                             |            |
| 18,887                                | 12,607                           | 62%                         |            |
| 10,128                                | 5,617                            | 60%                         |            |
| 10,056                                | 5,211                            | 60%                         |            |
| 147                                   | 112                              | 79%                         |            |
|                                       |                                  |                             |            |
| 37,612                                |                                  |                             |            |
| 12 month average in learning (volume) | Framework achievements (volumes) | Framework success rate      | Funding £  |
| 6,864                                 |                                  | 55%                         | 12,597,059 |
|                                       |                                  |                             |            |
| 6,864                                 | 1,811                            |                             |            |
| 4,122                                 | 1,262                            | 55%                         |            |
| 2,742                                 | 463                              | 55%                         |            |
| Volumes of learners                   | In-year achievements (volume)    |                             | Funding £  |
|                                       |                                  |                             |            |
|                                       | 7,383                            |                             |            |
|                                       |                                  |                             |            |

| Budgets | FE          | WBL        | E2E        | SSF        | ACL        | ETP/NETP   | Development Funding | Capital    | Administration | Other Programme Budgets |
|---------|-------------|------------|------------|------------|------------|------------|---------------------|------------|----------------|-------------------------|
| 2004/05 | 285,274,642 | 42,957,106 | 13,751,083 | 36,903,585 | 14,624,588 | 16,452,308 | 4,665,639           | 15,953,423 | 4,438,623      | 26,541,274              |
| 2005/06 | 297,182,199 | 45,150,666 | 13,704,970 | 39,210,426 | 14,684,938 | 13,572,258 | 4,513,518           | 19,173,680 | 4,159,490      | 26,955,278              |
| 2006/07 | 305,098,481 | 45,641,663 | 11,452,547 | 39,998,460 | 13,635,417 | tbc        | tbc                 | tbc        | tbc            | tbc                     |

## Key Actions for 2006/07

The strategic actions we have set out below represent the measures we will take to ensure we develop the right infrastructure, partnerships and provision to meet our priorities and targets.

| National Priority   | Action  | Measure of Success  |
|---|---|---|
| <b>Ensure that all 14-19 year olds have access to high quality. relevant learning opportunities</b> | <b>Raising Level 2 achievement at 19</b> <ul style="list-style-type: none"> <li>Implement local Level 2 Action Plan to increase achievements and meet the 2008 target. The plan will take a differentiated approach in each local area, depending on the degree of improvement required. For example, Manchester and Salford need to achieve an additional 14% whereas Stockport will only need 3%.</li> <li>Focus additional funding support on disaffected young people e.g. those looked after by local authorities, young offenders, those with learning difficulties and/or disabilities and those from black and minority ethnic communities to ensure they are able to participate and achieve.</li> </ul> | Achievement of 2008 Level 2 PSA target<br><br>Higher number of disaffected young people continuing in learning after the age of 16, measured by increased take-up of Education Maintenance Allowance. |
|   | <b>Achieving the 14-19 Learner Entitlement</b> <ul style="list-style-type: none"> <li>Harness 14-16 flexibilities funding to increase impact and create coherent provision in local authority districts</li> <li>Use Young Apprenticeship, Learning Agreement Pilots and Programme Led Pathways to create comprehensive vocational pathways that lead to higher participation and achievement.</li> <li>To develop provision that will engage and meet the needs of those young people not in education, employment or training, with a particular focus on young people with learning difficulties and/or disabilities and young offenders</li> </ul>  | Increased post-16 participation and reduction in NEET group.  |
|   | <b>Make effective use of local area prospectuses</b> <ul style="list-style-type: none"> <li>Develop local area prospectuses to increase participation and effective placement of young people</li> <li>Develop local 14-19 Prospectuses including progression pathways linked to skills needs and a Greater Manchester portal that provides access to all 10 prospectuses.</li> <li>In Manchester, develop a collegiate approach to delivering the learner entitlement involving colleges, work based training providers and schools</li> </ul>   | Increased participation, retention and success rates at area level, with individual area targets for the ten local authority districts.   |
|   | <b>Improving the effectiveness of provision</b>   |   |

| National Priority | Action   | Measure of Success   |
|-------------------|--|--|
|                   | <ul style="list-style-type: none"> <li>Continue to address poor provision by providing support, or by holding competitions for replacement provision as appropriate</li> <li>Implement the outcomes of the Rochdale Review.</li> <li>In Oldham, support the major redevelopment in the West End area of the Town Centre, which includes the potential to focus on post-16 learning including Higher Education, thereby maximising the central resource of the Oldham College and Oldham Sixth Form College.</li> </ul>   | Reduction in % of work based learning provision below minimum performance threshold.   |
|                   | <b>Support collaboration to improve choice</b> <ul style="list-style-type: none"> <li>Where appropriate, increase collaborative working through the development of local collegiates e.g. Manchester</li> <li>Map local curriculum offers geographically and thematically to ensure a coherent and comprehensive offer is available</li> <li>Strengthen LSC relationship with local school sixth forms so that we are better placed to influence them to become more responsive to employer and learner needs</li> </ul> | <p>Increased post-16 participation.</p> <p>Increased numbers of young people achieving Level 2 by 19.</p> <p>School Sixth Forms become full partners in local 14-19 planning arrangements.</p>   |
|                   | <b>Extended local provision for Learners with Learning Difficulties and/or Disabilities</b> <ul style="list-style-type: none"> <li>Work with providers to ensure that young people with learning difficulties and/or disabilities are included in provision leading to progression to employment and the acquisition of skills that enable them to play a full and active part in their communities</li> </ul>   | <p>An increase in the number of young people with disabilities leaving specialist schools or colleges, FE Colleges and Workbased learning, who get a job.</p> <p>Reduction in young people with disabilities not in education, training or employment.</p> |
|                   | <b>14-19 employer engagement</b> <ul style="list-style-type: none"> <li>Encourage more and stronger partnerships between colleges and training providers with effective employer links</li> <li>Use Learning Agreement Pilots to identify and access hard to reach employers who have not used apprenticeship</li> </ul>   | <p>Increased levels of employer engagement with colleges.</p> <p>Increased post-16 participation.</p> <p>Increased numbers achieving Level 2.</p>  |
|                   | <b>Increasing vocational options up to level 2</b>   | Increased post-16  |



| National Priority  | Action  | Measure of Success  |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Embed programme led pathways in local offers</li> <li>• Work with local Connexions partners to develop and deliver a Learning Agreements Pilot based upon good practice established in Manchester</li> </ul>   | <p>participation.</p> <p>Increased numbers of young people achieving Level 2.</p>   |
|  | <p><b>Reduction in NEET</b></p> <ul style="list-style-type: none"> <li>• Work with Connexions to disaggregate data to highlight levels of need within subgroups such as young people from black and minority ethnic communities, young people with learning difficulties and/or disabilities and young offenders. Use this information to plan provision that will meet the needs of these young people</li> <li>• Use Young Apprenticeship, Learning Agreement Pilots and Programme Led Pathways to reduce numbers in the NEET group</li> </ul>  | <p>Increased post-16 participation, reduced numbers of NEET young people and increased numbers of young people achieving Level 2 through total cohort planning.</p>                               |
| <p><b>Making learning truly demand-led so that it better meets the needs of employers, young people and adults</b></p> | <p><b>Train to Gain</b></p> <ul style="list-style-type: none"> <li>• Implement phased rollout of Train to Gain between April and July to minimise disruption to employers and providers involved in the pilot.</li> <li>• Target hard to reach employers who have not previously engaged in the pilot.</li> <li>• Build on the success and lessons learned from the work of the Hospitality Task Force, which has engaged Black and Minority Ethnic employers in workforce development, to increase the number of black and minority ethnic led employers engaged by Train to Gain</li> </ul> | <p>Increased employer engagement with colleges.</p> <p>Increased numbers of skills for life and full levels 2 and 3 to priority groups.</p>   |
|  | <p><b>Brokerage Service</b></p> <ul style="list-style-type: none"> <li>• Support the establishment of the new brokerage service</li> <li>• Ensure local education and training sector is fully prepared to work effectively with the new service</li> </ul>   | <p>Effective referrals to GM colleges that result in delivery against LSC/NWDA and JCP priorities.</p>  |
|  | <p><b>CoVE Network, Beacons, Skills Academies, Action for Business Colleges</b></p> <ul style="list-style-type: none"> <li>• Maximise employer engagement in CoVEs</li> <li>• Ensure re-accreditation of CoVEs in line with national timetables (from Summer 2006)</li> <li>• Support the establishment of a highly effective network of learning providers who are able to offer services to business to encourage more employers to invest and place trust in the public sector infrastructure</li> <li>• Ensure all providers work towards the quality mark</li> </ul>                     | <p>6 colleges accredited as Action for Business Colleges in Phase 1, and potentially a further 6/7 in Round 2.</p> <p>Increased employer engagement with colleges and investment in workforce</p> |

| National Priority | Action   | Measure of Success  |
|-------------------|--|---|
|                   | <p>currently under development either directly or as part of the Action for Business Colleges framework</p> <ul style="list-style-type: none"> <li>Establish Black and Minority Ethnic Entrepreneurship within the CoVE network.</li> </ul>  | <p>development.</p> <p>Increased numbers of Skills for Life and full levels 2 and 3 delivered to priority groups.</p>   |
|                   | <p><b>Sector Skills Agreements</b></p> <ul style="list-style-type: none"> <li>Ensure provider development plans respond to Sector Skills Agreements to include Skills for Life and Level 2 provision where identified in the North West Annual Statement of Skills Priorities 2006/07</li> <li>Develop and agree targets for delivery of OSAT, BIT, School Support Staff VQ and ITQ</li> </ul>   | <p>1,720 OSAT<br/>75 BIT<br/>890 SSSVQ<br/>1,950 ITQ training places delivered in 2006/07.</p>  |
|                   | <p><b>Personal and Community Development Learning</b></p> <ul style="list-style-type: none"> <li>Work with providers to ensure a balance of adult provision that meets the needs of local communities, through the development of curriculum progression pathways from First Steps and Skills for Life to Level 2 and the safeguarding of a rich mix of Personal and Community Development Learning in line with national guidelines.</li> </ul>   | <p>PCDL safeguarded in line with national guidance</p> <p>Provider plans include clear curriculum progression pathways</p>  |
|                   | <p><b>Education Business Link (EBL)</b></p> <ul style="list-style-type: none"> <li>Increase employer involvement with Education Business Link activities</li> <li>Ensure strong linkage to other 14-19 provision, including Young Apprenticeships</li> </ul>   | <p>More employers involved in more structured EBL activities as part of a menu of vocational opportunities.</p>   |
|                   | <p><b>Young Apprenticeships</b></p> <ul style="list-style-type: none"> <li>Continue to offer Young Apprenticeships in Bolton, Manchester and Wigan</li> <li>Encourage applications for Round 3 cohort partnerships</li> </ul>  | <p>185 Young Apprenticeship starts in 2006/07, with wider availability geographically and occupationally.</p>   |
|                   | <p><b>Drive forward the responsiveness agenda with Colleges and providers</b></p> <ul style="list-style-type: none"> <li>The creation of a Greater Manchester Workforce Development Strategy which will provide the framework for working with key employer partners. It will include an employer engagement strategy that is jointly agreed with the GM Forum</li> <li>Support the 6 local colleges going forward in phase one and the 6/7 in phase two for accreditation as Action for Business colleges (A4BC)</li> </ul> | <p>Increased employer engagement with colleges.</p> <p>Increased numbers of Skills for Life and full levels 2 and 3 to deliver against LSC priorities groups.</p> |

| National Priority   | Action  | Measure of Success   |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>Ensure that A4BC, the CoVE programme and academies are linked strategically</li> </ul>   |  |
|   | <b>Improving the Learning Infrastructure</b> <ul style="list-style-type: none"> <li>In Rochdale, complete the consultation on options for change and commence joint working to implement the agreed option</li> <li>Continue to hold open and competitive tendering rounds for work based learning to address gaps in provision, poor quality in specific occupational or sectoral areas, and geographical issues</li> </ul>  | <p>Improved mix and balance of provision.</p> <p>More work based learning opportunities in high priority sector subject areas.</p>   |
|   | <b>Level 2 Entitlement</b> <ul style="list-style-type: none"> <li>Implement the agreed workforce development strategy, including Skills for Life, Level 2 entitlement, trials of Level 3, brokerage and increased employer engagement across the education and training sector</li> </ul>   | <p>Increased employer engagement with colleges.</p> <p>Increased numbers of Skills for Life and first full levels 2 and 3 to priority groups.</p> <p>Greater proportion of 19+ provision contributes to LSC priorities.</p>  |
| <b>Transform the learning and skills sector through Agenda for Change</b> | <b>Develop strong partnerships and the capacity to deliver inclusive learning for people with learning difficulties and/or disabilities.</b> <ul style="list-style-type: none"> <li>Build partnerships with Local Authorities, Connexions services and providers to plan learning for people with learning difficulties and/or disabilities at the local level</li> <li>Local partnership teams to communicate the full range of learning opportunities for young people with learning difficulties and/or disabilities to Connexions Partnerships through Local Area Prospectuses</li> <li>Develop a provider network for issues relating to Learners with Learning Difficulties and/or Disabilities, to disseminate examples of effective support methods. Share the findings of 2005/06 "Raising disability access standards" pilots with all Greater Manchester providers. Develop collaboration between learning providers such as Independent Specialist Colleges and FE colleges</li> <li>Implement the findings of the National, regional and local review of provision for people with Learning Difficulties and/or Disabilities to meet identified gaps in Greater Manchester provision such as for young people with profound and</li> </ul> | <p>A reduction in the number of young people going out of area to access learning</p> <p>An reduction in the number of young people with disabilities not in education, employment or training</p> <p>An increase in the proportion of people with disabilities who progress to employment following LSC funded education and/or training in employment.</p> |

| National Priority | Action   | Measure of Success  |
|-------------------|--|---|
|                   | <p>complex learning difficulties and/or disabilities and for those with emotional and behavioural difficulties. Work with providers through three year development plans to ensure inclusive opportunities and progression routes from entry level with a particular focus on skills for employability</p>   |   |
|                   | <p><b>Offenders' Learning and Skills Offer</b></p> <ul style="list-style-type: none"> <li>• Build partnership working in the Greater Manchester Criminal Justice Area in order to develop the Offender Learning and Skills Service.</li> <li>• Lead the development and implementation of the Criminal Justice Area Plan, which focuses on: <ul style="list-style-type: none"> <li>- Employer engagement to support progression of offenders into employment.</li> <li>- Develop the learning offer for young people aged 14-19 to meet the needs of young offenders in each local authority area.</li> <li>- Build the capacity of the GM provider base to deliver high quality learning that meets the needs of offenders in the community.</li> </ul> </li> <li>• Develop partnership between LSC partnership teams and Local Authorities through sharing plans for reducing re-offending and establishing Local Area Agreements</li> </ul> | <p>Effective joint working of partners in the CJA group and delivery of the CJA plan.</p> <p>An increase in the number of offenders getting a job.</p> <p>A broader learning offer in local authority areas that addresses the need to engage young offenders and a reduction in the number of young offenders in the NEET group (base line data to be established April 06).</p> <p>All FE providers have a 3 year development plan that identifies how they will meet the needs of offenders.</p> |
|                   | <p><b>Skills for Life</b></p> <ul style="list-style-type: none"> <li>• Reduce the proportion of Skills for Life Provision that does not directly contribute to the Skills for Life targets.</li> <li>• Continue to support local providers to develop the skills of their workforce and the proportion that are appropriately qualified at level 2, 3 and 4 through the 3 year development planning process, with a particular focus on workbased learning providers and the voluntary and community sector and ESOL and numeracy provision.</li> <li>• Provider development plans monitored with regards to staff development for Skills for Life tutor training</li> <li>• Work with local authorities, the voluntary and</li> </ul>   | <p>Proportion of enrolments which do not count directly or indirectly towards the Skills for Life target reduced from 34% to 25% by July 2007.</p> <p>All Greater Manchester Skills for Life providers actively involved in the Skills for life Quality Initiative planned for 2006-07 and led by the</p>   |

| National Priority   | Action   | Measure of Success   |
|---|--|--|
|   | <p>community sector and providers to plan literacy, language and numeracy provision to meet the needs of local communities, including asylum seekers, refugees, people in black and minority ethnic communities and offenders. Agree and meet local targets.</p> <ul style="list-style-type: none"> <li>• Provide information/data as requested by local authorities to better inform planning</li> </ul>  | <p>Quality Improvement Agency.</p> <p>Set and agree local targets for Skills for Life</p> <p>Increased delivery of contributing provision by non-FE providers.</p> |
|   | <p><b>Developing a more inclusive learning infrastructure</b></p> <ul style="list-style-type: none"> <li>• Support provider implementation of key inclusion legislation and associated standards, including the Race Equality Duties, Race Equality in Employment Standard, Disability Equality Duty.</li> </ul>   | <p>Provider plans demonstrate compliance with public sector duties</p>   |
|   | <p><b>Voluntary and Community Sector</b></p> <ul style="list-style-type: none"> <li>• Continue to support the development of the Greater Manchester Voluntary and Community Sector Learning Consortium, subject to the availability of funding</li> <li>• Include voluntary and community sector organisations in developing local area partnership plans, ensuring that there is accessible First Steps and English for Speakers of Other Languages provision to enable people in black and minority ethnic communities to participate in learning and achieve nationally recognised qualifications</li> <li>• Build on the success of the Widening Adult Participation Action Fund project and share good practice in collaboration between the FE and Voluntary sectors. Develop the learning offer and widen participation by facilitating collaboration within local areas between colleges and voluntary sector organisations</li> </ul> | <p>Joint plan in place to build capacity in the sector</p> <p>Local area plans demonstrate collaborative working with the voluntary and community sector</p>       |
|   | <p><b>Effective advice and guidance for adults</b></p> <ul style="list-style-type: none"> <li>• Develop a network of high quality providers of advice and guidance</li> </ul>  | <p>All providers will have achieved the Matrix Quality Standard</p>  |
| <p><b>Strengthen the role of the LSC in economic development so that we provide the skills needed to help</b></p> | <p><b>Provide leadership within partnerships:</b></p> <ul style="list-style-type: none"> <li>• Lead the development of 14-19 area partnerships and local skills delivery networks in local authority districts.</li> <li>• Champion the agenda for change within local partnerships.</li> </ul>  | <p>Effective strategic arrangements in place to drive forward the 14-19 agenda</p>   |

| National Priority         | Action  | Measure of Success   |
|---------------------------|---|--|
| all individuals into jobs | <b>Strengthening local strategic relationships</b> <ul style="list-style-type: none"> <li>• Ensure we are represented appropriately in local partnerships, and use discretionary funds to support relationships</li> <li>• Actively contribute to the local strategic partnerships addressing employability by ensuring we are appropriately represented in employability partnerships; including Jobcentre Plus, Social Services, Strategic Health Authority and Sector Skills partnerships.</li> </ul>  | <p>Agreed LSCGM targets included in all Local Area Agreements with all ten local authorities.</p> <p>Effective strategic arrangements to tackle barriers to worklessness and increase available workforce of the future</p>  |
|                           | <b>From Welfare to Work</b> <ul style="list-style-type: none"> <li>• Ensure that provider planning takes account of the wide range of needs of people experiencing worklessness so that they are able to access skills for employability</li> <li>• Work with Job Centre Plus to create pathways from learning and skills into employment</li> <li>• Joint Pilot programme with Jobcentre plus commences September 2006 for two years to deliver the L2 entitlement to low skilled long term unemployed and inactive benefit claimants. programme.</li> </ul>   | <p>Provider Plans include arrangements to engage with workless people and a learner offer with collaborative pathways of learning from first steps, Skills for Life, Level 2 and employment</p> <p>Joint Jobcentre Plus/ LSC Plan approved.</p>  |
|                           | <b>Support adults into employment through Nextstep</b><br>Nextstep services contribute to the delivery of a number of key actions contained in the skills strategy such as the: <ul style="list-style-type: none"> <li>• Skills for Life targets</li> <li>• L2 Entitlement</li> <li>• Reform of financial support for adults</li> <li>• Opportunities for progression in lifelong learning and particularly 'first steps' learning to build confidence for those with low skills</li> <li>• Development of support for basic ICT skills through UK online centres and Ufl learndirect centres</li> <li>• Supporting disadvantaged Jobcentre Plus customers.</li> <li>• Work with partners such as Greater Manchester Probation Area to develop new opportunities for Next Step to work with offenders in the community e.g. linking Information Advice and Guidance to offenders serving sentences in the community through unpaid work.</li> </ul> | <p>Target number of adults to access the service is <b>17,819 adults</b> especially:</p> <ul style="list-style-type: none"> <li>• Offenders and ex-offenders</li> <li>• People with a learning difficulty and/or disability, especially those with mental health difficulties</li> <li>• People aged 50 or more, in particular those at risk of becoming long-term unemployed and those recently made redundant or under threat of redundancy</li> </ul> |



| National Priority  | Action   | Measure of Success   |
|--|--|--|
|  | <b>Harnessing the local Council</b> <ul style="list-style-type: none"> <li>Support non-executive Council members to exert influence within their constituencies on behalf of LSC aims and priorities.</li> </ul>   | Council members are effectively briefed/supported to represent the interests of the LSC  |
| <b>Strengthen the role of the LSC to lead change locally</b>               | <b>Champion equality and diversity with partners and providers</b> <ul style="list-style-type: none"> <li>Refine current Equality and Diversity Impact Measures to focus on both participation and achievement of Black and Minority Ethnic Communities within Further Education and Work Based Learning provision</li> <li>Work with the Criminal Justice Area Partnership to agree baseline data and develop Equality and Diversity Impact Measures (EDIMs) for young and adult offenders from Black and Minority Ethnic Communities</li> <li>Ensure EDIMs are embedded within 3 year development plans, and progress reviewed annually.</li> <li>Explore with providers the individual actions taken to make progress against EDIMs and share these across Greater Manchester via the Equality and Diversity network</li> <li>Support provider implementation of key inclusion legislation and associated standards, including the Race Equality Duties, Race Equality in Employment Standard, Disability Equality Duty.</li> <li>Extend web-based consultation on "Effective practice in Race Equality", to Disability Equality, covering all partner provision (including the voluntary and community sector) and share the results across Greater Manchester.</li> </ul> | Progress made against EDIMs targets.<br><br>Achievement and participation rates for people from Black and Minority Ethnic Communities and People with Disabilities move closer to demographic baselines. |
|  | <b>Ensure required changes to provision are made</b> <ul style="list-style-type: none"> <li>Be prepared to make bold decisions to change the mix and balance of provision and communicate these effectively to partners and providers</li> </ul>   | The proportion of priority provision increases in 2006/07.   |
| <b>Improve the skills of the workers who are delivering public service</b> | <b>Develop a clear workforce development offer</b> <ul style="list-style-type: none"> <li>Carry out skills audits within local authorities as the basis of workforce development plans that address training and development needs, including skills for life, NVQ Levels 1-3 and equality and diversity</li> <li>Support local authorities to produce their statutory Workforce Plans</li> <li>Continue to support the Strategic Health Authority</li> </ul>  | Increased number of Apprenticeships in public sector organisations. Local authorities increase take-up of training, including Skills for Life, Train to Gain and Apprenticeships                         |



| National Priority | Action  | Measure of Success   |
|-------------------|---|--|
|                   | to implement its Skills for Life plan and the development of the embedded knowledge and skills framework.   | Ten LA Workforce plans produced                                    |
|                   | <b>Develop Apprenticeships Offer</b> <ul style="list-style-type: none"> <li>Develop Young Apprenticeships/Apprenticeships and Advanced Apprenticeships for the public sector, including local authorities, the voluntary sector and Healthcare providers</li> </ul> | Increased number of Apprenticeships in public sector organisations |

## Our Delivery Resources

### Partnership Working

As *agenda for change* themes 1-6 move us forward in transforming our provision theme 7 will move us forward as an organisation. This year will see a significant change in the way we are structured and operate.

Partnership features highly in this transformation and is fundamental to the delivery of our objectives. Across Greater Manchester there will be local partnership and economic development teams. These teams of highly skilled and experienced education and training professionals will be responsible for developing strategic relationships with colleges, schools and training providers and with our key local stakeholders.

The LSC is a key partner in the Northwest Regional Skills Partnership (RSP), established to respond to the White Paper 'Getting on in Business, Getting on at Work'. The RSP ensures that all adult skills, business support, labour market and productivity services available at regionally/locally/sectorally level are mobilised to support regional priorities.

To support our local teams and the RSP in their work there will be more efficient and effective LSC services at regional level. Building on our experience of regional working to date, a larger LSC regional centre will be created from which operational services will be delivered. This will strengthen the regional level so that we can respond better to regional skills priorities and contribute to the delivery of the Regional Economic Strategy.

We will engage with a wide network of partners and organisations in Greater Manchester in addressing the learning and skills agenda and will ensure that this engagement is effective, efficient and directly relevant to the achievement of our targets and strategic objectives. We will communicate and co-operate with partners to:

- Achieve strategic alignment on common targets and objectives
- Ensure effective and complementary use of funding
- Share information on e.g. data, progress towards targets, emerging policy so that we have an effective understanding of each partner's potential contribution and how that may be enhanced through building capacity.

There are 10 Local Strategic Partnerships across Greater Manchester, bringing together partners in a coordinated way to address the diverse needs of each Local Authority area. We are actively engaged in these partnerships and will continue to lead on the learning and skills elements of local strategies/community plans/employment plans to ensure that our resources are targeted at areas of greatest need.

We are involved in Local Area Agreement (LAA) planning and are discussing with Local Authority partners the inclusion of targets that align with LSC national priorities and contribute to the social and economic well being of local communities. Once the LAAs are finalised we will ensure resources are aligned where possible to deliver the added value that this joint working brings.

There are 10 local Children and Young People's Partnerships in Greater Manchester and we are involved with each partnership to ensure that pre and post 16 learning

are integrated. Our work with these partnerships is vital if we are to ensure that our 14-19 priorities are delivered. This is particularly relevant to achievement of our Level 2 at aged 19 target. This will continue to be a priority in 2006/07.

The Greater Manchester Forum brings together the 10 Local Authorities and other key agencies including the LSC, to oversee the implementation/monitoring of the Greater Manchester Economic Development Plan. The Forum has produced a Statement of Skills Priorities for 2006 for partners to use in formulating their plans for Greater Manchester. Our input to the Forum is fundamental in ensuring that skills planning is responsive to local employer needs.

Jobcentre Plus has been a key partner in addressing the worklessness agenda and we have worked closely with the Greater Manchester districts to produce a high level joint delivery plan for 2005/06. We are now in the process of updating this plan for 2006/07 and will continue to work closely with Jobcentre Plus.

We recognise that the Voluntary and Community sector is a vital part of the learning and skills environment within Greater Manchester and we will continue to work in partnership with the sector. We have been instrumental in setting up a Consortium of Voluntary and Community organisations to enable us to deal more effectively with a diverse and fragmented sub-regional infrastructure. This model has been recognised as an example of best practice by the Home Office and LSC National Office.

Since the responsibility for Offender Learning was given to the LSC in August 2005 we have established the local Criminal Justice Area Partnership Group, which includes representatives of all key stakeholders. This has given us a strong foundation for effective partnership working. We have facilitated the development of the first draft of the Criminal Justice Area Partnership Plan with the involvement of all stakeholders and this has received positive feedback from the OLASS<sup>25</sup> Regional Co-ordinating Group. This plan will be further developed in 2006/07.

Our relationship with college governors has been developed over the past year and we have attended governors' strategic planning events for a number of colleges to outline the LSC's priorities and targets. We have worked closely with the corporations of both North Area College and Stockport College of Further and Higher Education to achieve the merger of the two colleges. In Bolton, a sixty strong Governors' Forum brings together governors from schools and colleges, head teachers, college principals and other partners in 14-19 planning and delivery, including the LSC. The forum meets quarterly to guide the overall direction of 14-19 strategy in the area. The building of our relationships will continue in 2006/07.

### **Local Council**

We have developed our plan in discussion with our local Council to ensure it is aligned with their priorities. We will continue to develop the role of Council members as strategic advisers and ambassadors for the LSC, by utilising their knowledge skills and expertise in the development, approval, implementation and monitoring of our plans. Local Council member vacancies will be filled in line with national office guidelines to ensure an overall well balanced membership. This ensures representation from the key sectors relevant to our work.

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25 Offender Learning and Skills Service

## Equality and Diversity

The Learning and Skills Council recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. We will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.

The Council will ensure that planned activities take account of our duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). Our actions and activities which are covered in this plan will be underpinned by and reflect the LSCs Race Equality Scheme. Specifically, we will publish and implement our Race Equality Scheme for Greater Manchester. This will be aimed at both increasing awareness of Council and staff and re-emphasising the measures which are expected to be taken by local providers.

Our Equality and Diversity Impact Measures (EDIMs) are:

**EDIM 1.** To improve achievement rates for males in Further Education (FE) and Work Based Learning (WBL).

Progress to date:

- Male achievement rates in FE at ages 16-18 show a consistent year-on-year improvement, giving a rise of 9.1% between 2001/02 and 2004/05. Achievement rates at ages 19 plus also show an improvement of 4.5% over the same period
- Male achievement rates in Apprenticeships show an improvement over the last 3 years of 16.2% at age 16-18 and 14.5% at 19 plus.

**EDIM 2.** To reduce gender stereotyping in all areas of learning within FE and WBL.

Progress to date:

- There are four occupational areas where gender stereotypes are most persistent. These are Construction, Engineering, Hair and Beauty and Health Care and Public Services. There has been no significant change in the ratio of male/female participation in these occupational areas over the last 3 years. This is cause for concern and will be a particular focus of our work with providers.

**EDIM 3.** To increase the participation of people from Black and Minority Ethnic Communities in WBL.

Progress to date:

- Under representation of people from minority ethnic groups in WBL continues to be evident; particularly among those of Indian and Pakistani origin when compared to the population of Greater Manchester. Indian participation in 2004/05 was 0.6% compared to a population of 1.4% in Greater Manchester. Pakistani participation was 1.7% compared to 3.0% in Greater Manchester. This will be a focus for work with providers in 2006/07.

**EDIM 4.** Increase the proportion of leavers with disabilities from WBL who go into employment or participate in further learning. Decrease the proportion who enter unemployment or whose destination is unknown.

Progress to date:

- The proportion of learners with disabilities on work based learning programmes that progress into employment has grown steadily from 19.7% in 2002/03 to 33.9% in 2004/05.
- The proportion of learners with disabilities that do not go on to further education or employment has fallen from 28.8% in 2002/03 to 16.1% in 2004/05.
- The proportion of learners with disabilities whose destination has been classified as unknown has consistently decreased from 18.9% in 2002/03 to 12.2% in August 2005.

Our total number of staff in Greater Manchester was 133 as at June 2005 and the workforce profile in comparison to our local targets is shown below:

Table 12: LSCGM workforce profile<sup>26</sup>

| Total Band 3+ number | Total Band 3+ % | Band 3+ Females number | Band 3+ Females % | Senior Women target | Total Band 1 number | Total Band 1 % | Band 1 Males number | Band 1 Males % | Band 1 Males target |
|----------------------|-----------------|------------------------|-------------------|---------------------|---------------------|----------------|---------------------|----------------|---------------------|
| 52                   | 39.10%          | 31                     | 59.62%            | 51.00%              | 35                  | 26.32%         | 9                   | 25.71          | 50.00%              |

| Total BME <sup>27</sup> number | Total BME % | BME (ALL Grades) target | Total BME number | BME Band 3+ number | BME Band 3+ % | BME (Band 3+) target | Disabled number | Disabled % | Disabled target |
|--------------------------------|-------------|-------------------------|------------------|--------------------|---------------|----------------------|-----------------|------------|-----------------|
| 5                              | 3.76%       | 9.10%                   | 5                | 1                  | 20.00%        | 5.40%                | 19              | 14.29%     | 14.00%          |

Source: LSC HR partner

## Learners with Learning Difficulties and/or Disabilities

Under the Learning and Skills Act 2000, the Council has a specific responsibility to consider the needs of young people and adults with learning difficulties and/or disabilities.

We believe that everybody should have the chance to find what they can do best so that they can reach their full abilities. We want to make sure that people with learning difficulties and/or disabilities get what they need and expect from education and training. This should be given to them the same way it is given to everybody else.

In late 2005 the Learning and Skills Council arranged for a special group of experts to put together a report and make recommendations that say what should be done by LSC, the Department for Education and Skills (DfES) and others. The report is called "Through Inclusion to Excellence" and is currently being consulted upon.

Recommendations include:

- What it is felt the Government, DfES, LSC and other official bodies should do.
- How all those involved in providing education can plan to work well together and understand what is needed.
- How to improve the quality of education services.

<sup>26</sup> Bands refer to salary bands within LSCGM, there are 5 salary bands with band 1 being the lowest and band 5 being the highest.

<sup>27</sup> Black and Minority Ethnic Groups

- The best ways to use the money that has been provided to pay for the education and training of people with learning difficulties or disabilities.
- How the LSC and others can work together in the best way.

The national, regional and local reviews will provide us with greater detail to inform the planning of our provision mix. Our aims will be to:

1. Establish a more varied mix of provision to enhance learner choice and ensure more inclusive opportunities within Further Education, Workbased Learning and Personal and Community Development Learning
2. Build upon existing good practice where curricula are linked closely to the world of work and/or independent living, sharing this across the provider network

### **Sustainable Development**

The LSC has a vision of a learning and skills sector that is committed and contributes to sustainable development through the management of resources, the learning opportunities it delivers and its engagement with communities. In Greater Manchester we will support that vision by raising awareness amongst providers and partners of the Sustainable Development Strategy and helping to identify and train champions in our local office and in each college and training provider.

### **Health and Safety**

The health and safety of learners is a fundamental value for us. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a “best practice” role with regard to the promotion of learner health and safety, by applying the following four core principles to:

- Expect that colleges and other providers funded by the Council will meet fully their legal obligations and “duty of care” to learners;
- Seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety;
- Take appropriate action where expected standards are not met or maintained;
- Promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

### **Risk Management**

We are committed to the effective and timely management of risk and recognise that during 2006/07 *agenda for change* and notably theme 7, presents particular challenges that should be addressed within the risk management framework. Local finance and performance management will become part of a regional structure. However, human resource management will remain the responsibility of managers at all levels, supported by the new regional HR business partner resource. The management of risk itself also becomes a regional issue, along with the maintenance of a risk register and risk reviews. Therefore an important aspect for us during the transition will be to ensure the seamless transfer of responsibilities for risk management in line with the LSC’s timeframe for change.



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